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ANGELL'S READER, NO. 4.

THE
CHILD'S FOURTH BOOK:

CONTAINING EASY LESSONS IN
SPELLING AND READING;

BEING THE FOURTH OF A SERIES,
COMPLETE IN SIX NUMBERS.

BY OLIVER ANGELL, A. M.,
PRINCIPAL OF THE FRANKLIN HIGH SCHOOL, PROVIDENCE.

NEW EDITION

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ADVERTISEMENT.

This Number of the series has been prepared with special reference to the numbers which have preceded it. In point of style, there is, perhaps, no perceptible difference between some of the lessons in this number, and those in No. 3. As a whole, however, it is believed to be as far in advance of that number in this particular, as judicious teachers would desire. Simplicity and purity of style, as far as the author was judge of those properties, have been sedulously studied. Unwearied pains has been taken in making the selections, and when made, they have fared much as did the unhappy occupants of the famous bedstead of Procrustes.

Whether the stretching and pruning which they have suffered has been for the better or worse, it is not necessary for me to decide. Most of the selections have been so much altered, that it was not thought proper to give the names of the authors, or the sources from which they were taken.

The spelling lessons are arranged together at the latter end of the book. All the words composing them are taken from the reading lessons as in the other numbers, except the tables of proper names, and two or three others. The accentual mark is placed over the accented syllables, and words of difficult or doubtful pronunciation, are made easy by different spelling, or by reference to another word.

The author would repeat the request to teachers, which he has made in former numbers, that the spelling lessons be attended to *first*; at least so far as to require them to be spelled and pronounced in the book: the spelling of the words out of the book may be a subsequent exercise if it be thought best.

O. A.

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TABLES.

NUMERATION.

Hundreds of Millions.	Tens of Millions.	Millions.	Hundreds of Thousands.	Tens of Thousands.	Thousands.	Hundreds.	Tens.	Units.
9	8	7	6	5	4	3	2	1
1	1	1	1	1	1	1	1	0
1	1	1	1	1	4	0	0	0
1	1	1	1	5	0	0	0	0
1	1	1	6	0	0	0	0	0
1	1	7	0	0	0	0	0	0
1	8	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0

In all whole numbers, the right hand figure is always Units. *Unit*, means *one*. If the right hand figure is 2, 3, 4, &c. it will be two units, or two; three units, or three; four units, or four; &c.—all the other figures being counted from units towards the left hand.

Note. If 0, stands in the place of units, it shows there are no units, but helps to give the value of the next figure, or tens. Thus in the table:—0 units, 2 tens are twenty. The same may be said of ciphers occupying any other place, as tens, hundreds, &c.

In learning the above table, it would be best for the pupil to begin with the descending numbers, as 1—20—300, &c. and after giving the value of these, to remove directly to the upper line; thus:—20, 21; 300, 321, &c. applying the reading table to each period of figures.

EXAMPLES FOR EXERCISE.

1 one unit.

31 one unit, three tens.

831 one unit, three tens, eight hundreds.

1831 one unit, three tens, eight hundreds, one thousand.

Read thus:—

One.

Thirty-one.

Eight hundred, thirty-one.

One thousand, eight hundred, thirty-one.

The learner will perceive from the above example, that the figures on the right, retain the same value, however many may be prefixed on the left. Thus: the 3 does not alter the value of 1, nor does the 8 alter the value of 31, nor does the 1 on the left, alter the value of 831. These figures will always continue to preserve the same value, even if a hundred others should be placed on the left.

In counting up and valuing numbers, the learner must remember, that he must always join the next right hand figure with the figure which counts tens, tens of thousands, or tens of millions.

	50		75
Thus	50,000	or	75,000
	50,000000		75,000000

Write down the following in figures:—

Six units.

Five units, two tens.

Eight units, three tens, four hundreds.

Seven units, four tens, three hundreds, two thousands.

Four units, one ten, five hundreds, six thousands, four tens of thousands.

Forty-six.

Four hundred sixty-two.

Three hundred fifty thousand.

Thirty-five millions.

Four hundred sixty-two millions.

Note. In writing these last three numbers, write the significant figures first, then annex cyphers until you make the numbers count what you wish to obtain.

TABLES.

MULTIPLICATION TABLE.

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
6	12	18	24	30	36	42	48	54	60	66	72
7	14	21	28	35	42	49	56	63	70	77	84
8	16	24	32	40	48	56	64	72	80	88	96
9	18	27	36	45	54	63	72	81	90	99	108
10	20	30	40	50	60	70	80	90	100	110	120
11	22	33	44	55	66	77	88	99	110	121	132
12	24	36	48	60	72	84	96	108	120	132	144

This table serves equally well for a division table, merely reversing the order; that is—take the left hand column for divisors, and the quotients in the upper line, directly over the dividend. It also answers for an addition table; for if the first column be added to the second, the amount is in the third column; if the first be added to the third, the amount is in the fourth, and so on.—Or if the upper line be added to the second, the amount is in the third, &c.

A very little practice will render the multiplication of much higher numbers equally as easy as the preceding. It requires no great knowledge of arithmetic, to multiply hundreds, thousands, millions, &c., by numbers equally as large. It is no more difficult to multiply 20 by 20, or 2000 by 2000, than it is to multiply 2 by 2. Only let the scholar bear in mind how many ciphers he has in each of his numbers, then let him simply multiply the significant figures, placing the ciphers at the right hand of that product, in his mind, and if he is well acquainted with numeration, he will tell, at once, the whole amount, without the aid of slate or figures, otherwise than as they exist in his mind.

Being firmly persuaded that exercises of this nature are of incalculable benefit to young persons, both in their tendency to expand and strengthen the mind, and for practical purposes, I have introduced much of what has hitherto been considered as belonging exclusively to the department of arithmetic, into these volumes. They serve to relieve the scholar from the monotony of reading and

spelling; prevent his becoming listless and stupid; they enable him to estimate his own powers of mind, and keep up his attention, and excite his diligence, in school.

The following table is designed as exercises for those scholars who have become sufficiently familiar with the preceding. It is not designed to be committed to memory like the other, but merely for occasional exercises.

NEW TABLE FOR MULTIPLICATION.

	a	b	c	d	e	f	g	h	i	k
a	10	10	20	30	40	50	60	70	80	90
b	11	20	30	40	50	60	70	80	90	100
c	12	30	40	50	60	70	80	90	100	200
d	13	40	50	60	70	80	90	100	200	300
e	14	50	60	70	80	90	100	200	300	400
f	15	60	70	80	90	100	200	300	400	500
g	16	70	80	90	100	200	300	400	500	600
h	17	80	90	100	200	300	400	500	600	700
i	18	90	100	200	300	400	500	600	700	800
k	19	100	200	300	400	500	600	700	800	900
l	20	200	300	400	500	600	700	800	900	1000
m	21	300	400	500	600	700	800	900	1000	1100
n	22	400	500	600	700	800	900	1000	1100	1200
o	23	500	600	700	800	900	1000	1100	1200	1300
p	24	600	700	800	900	1000	1100	1200	1300	1400
q	25	700	800	900	1000	1100	1200	1300	1400	1500
r	26	800	900	1000	1100	1200	1300	1400	1500	1600
s	27	900	1000	1100	1200	1300	1400	1500	1600	1700
t	28	1000	1100	1200	1300	1400	1500	1600	1700	1800
u	29	1100	1200	1300	1400	1500	1600	1700	1800	1900
v	30	1200	1300	1400	1500	1600	1700	1800	1900	2000

The letters on the top and margin of this and the following table, are designed as indices, by means of which, any portion of the table may be assigned, and the scholar allowed to write down the answers; or, the answers may be required without preparation. The numbers in any line or column may be taken as the multiplicand, and those in any other line or column as multipliers. It will be easily seen, therefore, that the different ways of multiplying the numbers in this table,

are almost illimitable, and will furnish constant variety to the scholar, as long as such exercises may be needed. If the columns are taken as factors, the answers, if written at all, should be written in columns, but if the lines are taken the answers should be written accordingly. When both the multiplier and multiplicand contain two or more significant figures over twelve, a slate process may be necessary; in all other cases the numbers are easily multiplied in the mind.

EXPLANATION OF THE FOLLOWING TABLE.

1 ADDITION.—You may extend from any letter you please on top, to any other letter, and this will determine the number of columns your sum is to consist of. Then extend downward to any letter you please, which will determine the number of lines. Let this portion be transferred to the slate, and when done, another is ready. Here, then, are sums from the most simple to the most difficult, and a constant variety; prepared too, without any trouble to the teacher, except naming the letters. If any should say, there are no answers to these sums, we reply, so much the better, as we think answers to sums in these rules ought never to be put down.

2 SUBTRACTION.—Any line, or any portion of it, may be taken for a minuend, and any other line as a subtrahend, taking care always that the subtrahend be less than the minuend. These lines, and the extent of the sum, may be designated as before by the indices.

3 MULTIPLICATION.—The whole, or any portion of any line may be taken as a multiplicand, and as many of the right hand figures as you wish, standing under that portion, may be taken as multipliers.

4 DIVISION.—Exercises in division may be given thus:—if it be taken in the first line—let A be the divisor, and the dividend extend from B to G. Or, let A, B, be the divisor, and the dividend extend from C to M:—and the same with any other line or portion.

It will readily be seen that this table furnishes an almost inexhaustible variety of exercises in each of these rules, and it is hoped it will be found useful to those teachers who are in the habit of exercising their pupils in arithmetic themselves, without trusting to books.

A TABLE CONTAINING SLATE EXERCISES IN THE FOUR FIRST RULES OF ARITHMETIC.

	A	B	C	D	E	F	G	H	I	K	L	M	N	O	P	Q	R	S	T	U	V
A	9	8	7	6	5	4	3	2	1	2	3	4	5	6	7	8	9	8	7	6	5
B	1	2	3	4	5	6	7	8	9	8	7	6	5	4	3	2	1	2	3	4	5
C	2	3	4	5	6	7	8	9	8	7	6	5	4	3	2	1	2	3	4	5	6
D	3	4	5	6	7	8	9	8	7	6	5	4	3	2	3	4	5	6	7	8	9
E	4	5	6	7	8	9	8	7	6	5	4	3	2	1	2	3	4	5	6	7	8
F	5	6	7	8	9	8	7	6	5	4	3	2	1	2	3	4	5	6	7	8	9
G	6	7	8	9	8	7	6	5	4	3	2	1	2	3	4	5	6	7	8	9	0
H	7	8	9	1	2	3	4	5	6	7	8	9	0	8	7	6	5	4	3	2	1
I	8	9	8	7	6	5	4	3	2	1	2	3	4	5	6	7	8	9	8	7	6
K	9	8	1	2	3	4	5	6	7	8	9	8	7	6	5	4	3	2	1	2	3
L	8	7	6	5	4	3	2	1	2	3	4	5	6	7	8	9	8	7	6	5	4
M	7	6	5	4	3	2	1	2	3	4	5	6	7	8	9	8	7	6	5	4	3
N	6	5	4	3	2	1	2	3	4	5	6	7	8	9	8	7	6	5	4	3	2
O	5	4	3	2	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7
P	4	3	2	1	2	3	4	5	6	7	8	9	8	7	6	5	4	3	2	1	2
Q	3	2	1	0	1	4	3	2	5	8	7	6	3	2	5	7	8	9	3	4	0
R	2	1	2	3	4	5	6	7	8	9	8	7	6	5	4	3	2	1	2	3	4
S	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	8	7
T	0	3	5	2	9	7	8	1	4	3	2	8	6	7	2	9	8	5	3	2	6
U	9	5	4	3	2	1	6	7	8	9	5	4	3	2	1	6	3	7	4	5	9
V	8	4	6	7	8	2	9	5	3	6	4	3	2	1	3	4	6	8	5	4	3
W	7	2	1	3	5	8	4	2	9	5	6	1	7	3	5	8	4	2	9	5	6
X	6	3	5	4	7	9	6	3	5	4	7	9	6	5	3	4	7	9	2	3	4
Y	5	1	2	3	4	5	7	6	8	9	8	4	2	9	5	8	6	7	9	1	2
Z	4	3	7	6	5	4	3	2	9	5	3	2	7	5	8	6	3	2	4	6	8
1	3	4	5	7	6	8	9	1	2	3	4	5	6	7	9	8	1	3	2	4	5
2	2	3	4	5	7	6	8	2	9	1	2	3	4	5	6	7	8	9	0	3	4
3	1	2	3	4	5	4	7	8	2	3	4	5	6	7	8	9	4	5	6	7	8
4	2	4	2	3	2	5	2	7	3	9	1	3	2	5	4	6	5	7	8	3	2
5	3	5	7	9	8	6	5	4	2	5	7	9	5	4	2	7	6	3	2	5	4
6	4	6	8	0	2	4	6	8	9	2	4	6	8	3	4	5	7	6	4	9	5
7	5	7	9	6	3	2	8	5	4	3	7	9	6	5	3	2	1	2	3	5	9
8	6	4	3	5	2	1	6	4	3	5	2	1	7	4	2	3	5	1	6	4	3
9	7	6	5	4	8	3	2	6	7	4	5	8	6	2	6	5	4	8	3	2	6

THE
CHILD'S FOURTH BOOK.

LESSON I.

ORTHOGRAPHY.

DIALOGUE BETWEEN TWO SCHOLARS, AND THEIR TEACHER.

George. Henry, did not our teacher say he should ask us some questions on Orthography to-day?

Henry. Yes; and it is quite time we were preparing ourselves for the exercise; and as you know our teacher desires us to answer his questions without hesitation, we ought now to be studying the lesson.

G. Indeed, Henry, you must assist me, for I am entirely ignorant of the subject; I do not even know the meaning of Orthography. Is it anything like Geography?

H. Not at all; it is that which relates to our A. B. C's.

G. But you know we learned our a, b, c's long ago; what more have we to do with them?

H. It is true we already know the names of the letters, but there are other things respecting them which it is very necessary for us to know, such as the nature and powers of the letters, and the proper method of putting them together to form words, which we call spelling.

G. If I understand you then, Orthography teaches the nature and powers of letters and the proper method of spelling words.

H. Yes; and now see if you can tell me how many letters there are in the Alphabet.

G. I find by counting them, there are twenty-six.

H. Do you know that the Alphabet is divided into two sorts of letters distinguished by different names?

G. Truly I do not; be so good as to explain it to me.

H. You must know then that the Alphabet is divided into two sorts of letters, which are called *vowels* and *consonants*.

G. Which of them are called *vowels*?

H. The vowels are; a, e, i, o, u, w and y; but w and y are not always vowels; when they are used to begin words or syllables they are consonants:—b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z are always consonants.

G. Why are a, e, i, o, u, w and y called vowels?

H. Because they have a perfect sound of themselves.

G. Have not all the letters a perfect sound of themselves? I do not see but the letter *b* has as perfect a sound as the letter *a*.

H. That is because you have not examined the sound. When you sound the letters *a*, *e*, or any of those which I called vowels, do you give the sound of any other letter at the same time?

G. I perceive I do not.

H. Now try and give the sound of either of the consonants, without the aid of any other letter.

G. I discover that in sounding the letter *b*, I sound it the same as if it were *be*. If I sound the letter *f*, it is the same as if it were *ef*, and now I see it is the same with all the rest of the letters you call consonants.

H. You may therefore understand the reason why they are called *consonants*. The meaning of the word *consonant* is, *sounding together*; and as these letters cannot be sounded alone, or without the aid of a vowel, they are properly called *consonants*.

G. I am quite obliged to you for your assistance, and as the teacher is approaching us, he doubtless thinks we are prepared. I hope we shall both be able to answer his questions.

Teacher. I perceive you have been quite engaged for some time, I hope therefore you are prepared to tell me how many letters there are in the Alphabet.

H. Twenty-six.

T. How is the Alphabet divided?

G. Into vowels and consonants.

T. Which letters do you call vowels?

H. a, e, i, o, u, w, y.

T. Why do you call these vowels?

G. Because they make a perfect sound of themselves.

T. Are *w* and *y* always vowels?

H. When they are used to begin words or syllables, they are consonants.

T. Why are the other letters which are not vowels, called consonants?

G. Because they cannot be sounded but with the assistance of some other letter.

T. Very well, I am happy to find that you so well understand the subject to which I directed your attention. It shall now be *your* privilege to ask me such questions as you think proper for a farther explanation of the subject of Orthography.

H. I believe, sir, the same letter has not always the same sound.

T. Very true. The vowels have several different sounds, and some of the consonants have two or three.— We will begin with the vowel *a*. See how many words of one syllable you can name in which *a* has a different sound.

H. Bake, back, bark, ball. Here are four different sounds of *a*. I do not think of any other.

T. There is no other sound of *a*. You have the long *a* in *bake*, the short *a* in *back*, the middle sound of *a* in *bark*, and the broad *a* in *ball*. Now George see how many different sounds of *e*, you can give me.

G. I can think of but two; as it is heard in *me* and *met*.

T. Very well, *e* has but two sounds, the long as in *me*, the short as in *met*; *i* has but two sounds, the long and short, as in *pine*, *pin*; *o* has three sounds, long, short, and middle, as in *rote*, *rot*, *root*. *u* has three sounds, as heard in *duke*, *duck* and *bush*.

H. Do not some of the vowels sometimes take the sound of other vowels?

T. Yes, *a*, in the last syllables of words has the sound of *u* short, as in *dol-lar*, *po-lar*, &c. *e* has the sound of *u* short in such words as *her*, *pre-fer*, &c. and of *a* long in such words as *there*, *where*, &c.—*i* has frequently the sound of *u* short, as in *dirt*; and of *e* long, as in *po-lice*: *o* has the short sound of *u*, as in *done*, and in the termination of words, as *honor*, *labor*, &c.: *y*, when a vowel, has either the long or short sound of *i*, as in *ty-rant*, *sys-tem*.

G. I have been looking for a word which has no vowel in it, but I cannot find one. Are there no such words?

T. There are not, for although words may be spelled by the vowels alone, they cannot be spelled by the consonants alone. The vowels are, therefore, indispensable letters in every language.

H. I perceive, sir, that in some words two vowels come together, neither of which has its full sound, as in the words *toil*, *boy*, *sound*, *bow*; what are we to call them when they are thus joined?

T. When two vowels are so united as to form but one sound, they are called diphthongs; if both vowels are sounded, it is called a proper diphthong; if only one of the vowels is sounded, it is an improper diphthong.

You may now take your slates and write down words containing the different sounds of the vowels. You may select different words from those which have been given already.

LESSON II.

OF THE CONSONANTS.

Henry. George, I think this lesson will be easier than the last, although there are more letters.

George. I do not think the other was very difficult,

for you explained it to me with a great deal of ease. I suppose our present business is to ascertain the different sounds of the consonants, as we already know which letters they are.

H. Yes, let us begin with *b*. Can you think of any other sound which *b* has, than in *bill*?

G. I cannot, and therefore I think we may safely set down our answer for *b*, that it has but one sound.

H. But we shall not so easily get over the next letter, for *c* has certainly more than one sound.

G. It must have two at least: for in the word *can*, it sounds like *k*, and in the word *face* it sounds like *s*.

H. We will then say that it has two sounds; and if this be not correct, our teacher will inform us.

G. I think *d* has but one sound, as in *dev*.

H. This is certainly the only proper sound of *d*, but you know in the words *soldier*, *guardian*, *odious*, &c. we sound the *d* like *j*; also the words which end in *ed*, are pronounced as if they ended in *t*, as *missed*, *kissed*, *wished*, this will make three sounds of the consonant *d*.

G. I believe *f* has but one sound except in the little word *of*, where it takes the sound of *v*.

H. *g* has two sounds, for it is sometimes hard and sometimes soft, hard as in *gun*, soft as in *gin*:—but here is our teacher come to examine us before we have half done our lesson.

T. As you appear to be so much engaged in learning the sound of the letters, I thought I would just step and see if you needed any assistance.

H. We have not yet determined the number of sounds of all the consonants; we have proceeded only as far as *h*, but would be glad to know if we are correct as far as we have gone.

T. How many sounds has *b*?

G. We think it has but one sound, as in *bill*, *but*, &c.

T. Right; it has but one sound, and not always even so much. You will recollect there are some words containing the letter *b* in which it has no sound at all: can you think of any such words?

H. Yes, sir,—doubt, debt, dumb, climb, &c.

T. How many sounds has *c*?

G. Two,—a hard sound as in *can*, *cake*, and a soft sound like *s* in *face*, *lace*, &c.

T. True, it has but two regular sounds; but besides these it sometimes has the sound of *z*, as in *suffice*, *discern*, &c. sometimes it has the sound of *sh*, when followed by two vowels, as in *ocean*, *conscious*, *social*. When united with *h*, they together have three sounds, as in *chair*, *chord*, *chaise*. How many sounds has *d*?

H. Three; its own regular sound; the sound of *j* as in *guardian*; and the sound of *t* at the end of words, as *whipped*, *wished*, &c.

T. Very well;—and how many sounds has *f*?

G. Only one, except in the word *of*, where it has the sound of *v*.

T. Has *g* more than one sound?

H. It has two sounds; hard as in *gone*, soft as in *age*.

T. You will remember, also, that *g* when followed by *n* or *h* in the same syllable, is silent; as in *sign*, *plough*. also that when joined with *h*, they together frequently have the sound of *f*, as in *laugh*, *cough*.

H. Has *h* any other sound than in *hut*, *home*, &c.?

T. It has not, neither has *j* more than one sound, except that in the word *hallelujah*, it has the sound of *y*.—*k*, *l*, *m*, *n* and *p*, have but one sound: but *p*, when united with *h* in the same syllable, has the sound of *f*, as in *phrase*.—*q* is always followed by *u*: they have the sound either of *k* or *kw*.—*r* has but one sound.

G. I believe *s* has a number of sounds, has it not?

T. Yes, it has a sharp sound as in *sin*, a soft sound as in *those*, the sound of *sh* as in *sugar*, and the sound of *zh* as in *measure*.—*t* has three sounds; its own proper sound as in *time*; the sound of *sh*, as in *action*; and the sound of *tsh*, as in *virtue*, *nature*, &c.—*th* has two sounds, the hard or sharp sound, as in *thin*, *thank*; and the soft or flat sound as in *that*, *them*.—*v* and *w* have but one sound: *x* has two sounds;—one like *ks*, as in *excel*,

—the other like *gs*, as in *example*; *y* has but one sound when a consonant, and *z* has but one.

H. Shall we now write these on our slates as we did the vowels?

T. It would be a useful exercise for you, you may therefore arrange the consonants in a column, and opposite to them you may note the number of sounds and the words containing those sounds.

COMBINATIONS.

cean	}	are sounded <i>shun</i> .
cion		
sion		
tion		
ceous	}	are sounded <i>shus</i> .
cious		
scious		
tious		
cial	}	are sounded <i>shal</i> .
trial		
sial		
cian	}	are sounded <i>shan</i> .
tian		
cient	}	are sounded <i>shent</i> .
tient		
science	}	are sounded <i>shense</i> .
tience		
chre	}	are sounded <i>kur</i> .
cre		
bre	is	sounded <i>bur</i> .
tre	"	" <i>tur</i> .
vre	"	" <i>vur</i> .

OF WORDS.

Letters and syllables are the elements of words.

A syllable is that portion of a word which is pronounced by one impulse of the voice.

A word of one syllable is called a monosyllable; of two syllables a dissyllable; of three syllables a trisyllable; and of more than three, a polysyllable.

Every word of more than one syllable, has one accented syllable; that is, one syllable which must be pronounced with a greater force of voice than the others.

The mark showing the accented syllable is usually placed over one of the letters in that syllable.

QUESTIONS.

What is meant by Orthography? How many letters in the Alphabet? What do letters represent? *Ans.* Articulate sounds. How are the letters divided? What is a vowel? Which letters are vowels? Which consonants? Why are these letters called consonants? When are *w* and *y* consonants?

How many sounds has *a*?

has *e*?

has *i*?

has *o*?

has *u*?

has *w*?

has *y*?

Of what other vowel has *a* sometimes the sound?

has *e*?

has *i*?

has *o*?

has *y*?

When two vowels are sounded together, what are they called? Proper or improper? What is an improper diphthong? How many sounds has *b*? has *c*? has *ch*? has *d*? has *f*? has *g*? What sound has *gh*? Name the other consonants that have but one sound. What sound has *ph*? What sound has *qu*? How many sounds has *s*? Has *t*? has *x*? has *th*? What are words of one syllable called? What of two? of three? of more than three? Give examples of each.

LESSON III.

THE CARELESS CHILDREN.

1. Louisa Dormer was a most careless, giddy child;—not a day elapsed without meeting with some misfortune herself, or in which she did not cause some of her friends to suffer by her heedlessness. Her mother had expressly forbid her ever to play with, or even to touch the knives, and still more strictly had she prohibited her either touching or playing with a lighted candle; but if her mother's back was but turned, she set both her advice and her orders at naught.

2. One day, she left her a short time with her little sister Sophy, after desiring her to take the greatest care of the child, who was several years younger than herself; but so little attention did she pay to her mother's orders, that she suffered her sister to lay hold of a knife, with which she had but the minute before been cutting a cork, while she was engaged in a game at play with her favorite kitten.

3. The consequence of her shameful inattention may be easily foreseen—the child, unaccustomed to handle knives, and not knowing that they had a sharp edge, drew it across her little hand, and cut her four fingers to the bone! Her screams alarmed her mother, who hastened down stairs, when she beheld her little Sophy's hand streaming with blood: surgical assistance was immediately obtained, but poor Sophy never perfectly recovered the use of her hand.

4. Yet even this sad accident made but a slight impression on Louisa; for the next evening, having let her needle fall on the carpet, she seized a candle, which was upon the table, and began to look for it; as she did this with her accustomed giddiness, her head came in contact with the flames, and her cap caught fire; and as it happened to be tied under her chin, she could not instantly take it off.

5. It was in consequence, entirely burnt, as well as her hair, and large blisters rose all over her head, which were extended to her cheeks. Some months elapsed before she was entirely cured, and all her life she bore the marks of her folly; the seams upon her forehead were never obliterated, and they served as a warning to all other children, who were thus apprised of the punishment which followed her carelessness and inattention.

6. George Vernon was still more unfortunate than Louisa Dormer. He was the only son of parents who loved him very tenderly, and who continually and carefully watched over him, to prevent his meeting with any unpleasant accident; it would have been well for him, had he taken equal care of himself: but he was so turbulent, that, in spite of the vigilance of his parents and the servants, a day seldom elapsed without his meeting with some misfortune.

7. Once, when walking backwards in the garden, he came in contact with the garden roller, which, if he had looked where he was going, he would certainly have seen; but as it was, down he came, backwards, and gave his head a violent blow, which not only caused a great bunch thereon, but made his nose bleed, and he was confined to his bed all the next day, so severely was he bruised.

8. Another time he was hanging, unknown to his mother, over the back of her arm chair: she got up rather suddenly, being in want of something at the other end of the room, and his weight overturned the chair upon himself, which was so heavy that his head was again laid open, and he was under the surgeon's hands for upwards of three weeks.—But these were trifling misfortunes, in comparison to the one which occasioned his death.

9. He was playing with a little girl at *push-pin*, and having no pincushion, like his playmate, to receive the pins that he won, he was silly enough to put them in his mouth; and no sooner had he done so, than a large dog, which was accustomed to play with him, came into the room without his perceiving him, and placed his two

fore feet upon his shoulders. George, who was by no means in expectation of such a salute, was so frightened that he swallowed the pins which he had in his mouth, and which, as might be expected, stuck across his throat.

10. The more he endeavored to bring them up, the deeper they sunk. The surgeon who was summoned to his relief, in vain employed his instruments—he could not extract the pins; and George, after having undergone the most excruciating agonies, expired at the end of six days, leaving his father and mother in despair at having lost the sole object of their affections.

QUESTIONS.

What was the name of the careless girl? What happened to her little sister? Did she recover entirely? What happened to herself while looking after her needle? Was she badly burned? What was the name of the careless boy? What happened to him in the garden? What was the next accident he met with? Was he hurt by this? What was the most serious misfortune which befell him? Did this cause his death?

If you have seven pins, Mary three, and Eliza five, how many have you all? How many more have you than Mary? than Eliza? If Charles had one third as many as you all, how many would he have? How many are twice fifteen?

LESSON IV.

THE COTTAGE ON FIRE.

1. The flames spread rapidly,—they had nearly consumed the habitation, from which farmer Ashford had, however, removed every article of consequence; fortunately no lives were lost, and I was conversing with this good man, and listening to his grateful ejaculations on seeing his family safe, when the shouts of the surrounding laborers informed us, that a little cottage, adjacent to the farm, had taken fire.

2. I ran towards the spot.—I saw the flames bursting from the casements.—Poor Randal, the laborer, who inhabited it, rushed forward; he had borne his wife and his boys through the flames, when a rafter, having fallen upon his arm, disabled him; his wife, the image of despair, clasped her children to her bosom. Her husband watched the progress of the flames in stupid horror, then suddenly he started, and exclaimed “My mother!” “My grandmother!” cried a fine boy of about twelve, and dashing amidst the spreading flames and falling rafters, remained deaf to the entreaties of those who considered his endeavors as hopeless.

3. “My boy, my boy!” cried the father; the mother sunk, fainting, amidst the crowd; but that Being, who animated this pure and generous-hearted little fellow, spread around him his protecting shield. Edward appeared, his aged grandmother supported on his arm, to which the occasion had given supernatural strength; he cheered her, he sought to give her courage, unmindful of ought but the sacred charge he was preserving.

4. Every tongue was silent, the surrounding multitude scarcely dared to breathe, through agitation, dread, and awe.—They reached the door, Edward supported her steps across the threshold, when the whole fabric fell in.—A shout of joy, a murmur of applause, followed.—Edward was praised and blessed as a little hero; while, with a countenance illumed with happiness, he exclaimed, “She is safe! dear father, my beloved grandmother is safe!”

5. I cannot describe the scene that followed; Randal looked around on his children,—their mother and the dear partner of his heart, the venerable and respected author of his days, all, all were safe.—“Oh no!” he cried, “merciless flames, I will not repine at your devastations; myself and my Edward will work to renew whatever ye may destroy!—and this night, dreadful as it has been, is not without its blessings, since it has proved the real worth of my Edward’s heart.”

6. Every one felt interested for the sufferers: a sub-

scription was set on foot, which placed them in a neat cottage; and a rich and worthy gentleman, in the neighborhood, hearing of Edward Randal's heroic conduct, and having no near relatives, sent for him. Pleased with his superior worth and abilities, he gave him an education suitable to them; and when he died, left him his heir.

7. Edward Randal is now a rich man; his house is large and commodious, his aged grandmother, his parents, his wife, and children, all inhabit it: peace and content smile around: I never saw a more united or happier family. He has been a dutiful son, he is a good husband, and an affectionate father. The Almighty has indeed blessed him; and trust me, he will feel all the joy in his children, that he has dispensed to his parents.

QUESTIONS.

Who inhabited the cottage which was burned? Were all the family removed? Who was the last one removed? By whom was she removed? How old was he? How did they obtain another cottage? What did a gentleman in the neighborhood do for Edward? Did Edward become rich? Give a description of his family?

If he had six children, three servants and a gardener, of how many did his family consist? If each one consumed half a pound of meat a day, how much would be necessary for them all, for one day? for one week?

LESSON V.

FOOT AND CLARA, OR THE AFFECTIONATE DOG.

1. After the children had exhausted their inquiries and expressions of admiration about the learned dog Apollo, William asked his mother if she did not think that, at some future time, there would be schools for dogs, as there were now for children. His mother thought not. "Men," said she, "teach one another. One race of boys

educated, teaches the next; but God, in denying speech to dogs, has denied them the power of transmitting their knowledge. Apollo, learned as he is, cannot impart his knowledge to another dog;—and it is not probable that man will ever make it his business to teach inferior animals, since such a knowledge could be of no use, after it ceased to be a curiosity.

2. “But, my children, we ought to be very glad to see the art of man employed on any other powers in dogs than the power of destruction. How much pains have been taken to train this interesting and useful animal to pursue and destroy other animals! In England, our mother country, dogs have been trained to fight and tear bulls, for the amusement of the people. This disgusting sport was called bull-baiting. Even queens forgot the gentleness of their sex so far as to be present at these sports. Queen Mary entertained a French ambassador, for two days, successively, with an exhibition of this kind, only fit for Hottentots—and was herself present.”

3. “Perhaps, mamma,” said William, “these horrid spectacles made her cruel; for that Mary was the queen who put to death so many of her own subjects that she was called ‘bloody Mary.’” “Yes, William, such sports would certainly have a tendency to confirm a cruel disposition. You will find that the most kind hearted people are kind to animals. He who treats his horses and cows with care and tenderness, will not neglect his wife and children.”

4. “You agree with the poet Cowper,” said William. “Do you remember those lines you once pointed out to me :

‘The heart is hard in nature, and unfit
For human fellowship, as being void
Of sympathy, and therefore dead alike
To love and friendship both, that is not pleased
With sight of animals enjoying life.’”

“Yes, my dear,—and I thank you for remembering them. Cowper is a case in point himself. He was one of the most tender hearted men that ever lived: and

the history of his three little pet hares, Tiny, Puss, and Bet, which he has told so beautifully himself, and which you have all read, is a proof of his love of animals.

5. "But we were speaking of the cruelties taught to dogs. Do you know, William, that formerly, blood-hounds were trained to pursue malefactors? This might be excused, on the ground that murderers and robbers deserved no mercy; but no apology can be made for the French of St. Domingo, one of the West India islands. Their slaves rebelled, and determined to be free. They carried on a war with their masters, by which they finally obtained their liberty. During this contest, the French trained blood-hounds, to pursue and devour the negroes. I will read you the description of this mode of training the dogs, as it is given in the Encyclopedia." William's mother took down the book and read the following extract:—

6. "In training the hounds to this inhuman pursuit, they are confined in a kennel, sparred like a cage, and and sparingly supplied with the blood of other animals. The figure of a negro, in wicker-work, stuffed with blood and entrails, was occasionally exhibited in the upper part of the cage; the dogs struggled against their confinement, and as their impatience increased, the effigy was brought nearer and nearer, while their usual subsistence was gradually diminished.

7. "At length the figure was resigned to them; and while voraciously tearing it up, and devouring its contents, they were encouraged by the caresses of their keepers. Thus, their hatred to black, and their love to white men, were, at the same time, excited. When their training was complete, they were sent out to the chase. The miserable negro had no means of escape; he was hunted down, and torn to pieces; his wife and children, perhaps, sharing his misfortune.

8. "This, however, was not the full extent of the calamity. The dogs frequently broke loose, and infants were devoured in an instant from the public-way—sometimes they proceeded to the neighboring woods,

and surprising a harmless family of laborers, at their simple meal, tore the babe from its mother, or devoured the whole party, and returned with their jaws drenched in gore."

9. The children were loud in their expressions of indignation at these base cruelties; and, turning from them to the more agreeable subject of Apollo, they again discussed his accomplishments. "After all, mother," said Mary, "though I should like to see Apollo, and I know I should admire him, yet I never could love him so much as I do poor Clara's little dog Foot." "No, my dear,—because, though *talents* in man, woman, child, or dog, may excite our admiration, it is *goodness* that touches our heart. Your eyes are wide open with wonder when you hear of Apollo: but the other day, when you witnessed the fidelity of Foot, they were moistened with tears of sympathy and tenderness."

10. "Tears! did we shed tears, mother?" asked Mary, "I am sure my feelings were pleasant." "They were indeed, Mary; but some of our pleasantest feelings bring tears to our eyes."—That our young readers may understand what were the pleasant feelings, that brought tears to the eyes of these good children, we must tell them the story of Clara and her dog Foot.

11. Clara is a poor girl in our village, who has suffered from epileptic fits; which for the time suspend her faculties, and have gradually impaired them, till she has become, in country phrase, quite "underwitted." She may be seen every day, sauntering through our village street, in rain, snow, and driving wind, heedless of the weather, excepting in the bitterest cold of winter, when she steals to some friendly hearth, and putting to the fire her feet, which appear half frozen through her torn shoes, she looks up with a vacant smile, and says, like Shakspeare's fool, "poor Clara's a-cold."

12. Her little terrier dog, Foot, is always by her side—the only living thing that seems to love her—the only one she loves. When she ploughs through the deep snows, he follows, jumping and frisking, and half buried

at every plunge;—and through the dismal rains, the poor fellow appears, still performing his forlorn duty. But in the fine, bright summer days, Foot has his pleasures too. When Clara is marching under the shade of the beautiful maples, that line our street—her torn frock trailing on the ground—her alms-basket dangling on her arm,—and her knitting (her constant occupation) in her hands, little Foot appears full of life and spirits.

13. Every child in the street knows Foot—all respect his devoted friendship for Clara, (for true friendship, even in dogs, is beautiful;) and every little girl and boy gives him a kind word, or caress, or perchance a bit of gingerbread from the school-basket. Even the dogs bound towards little Foot with kind salutations, while he returns their greeting with a frolicsome play, and a short, joyous bark. But that which is most worthy of record about Foot, and that which excited the admiration of our young friends, yet remains to be told.

14. Poor Clara is sometimes seized with her fits by the road side. During these fits, and the long sleep which sometimes succeeds them, Foot never quits her side. I saw him on one of these occasions, his paws placed on her arm, looking intently in his poor mistress's face, and yelping most piteously. "What," thought I, "must be the tenderness of that Great Being, who has put such compassionate feelings into the breast of this little dog!"

15. Foot sometimes renders Clara essential service. Once, when she was returning from the fields with a basket of fine strawberries, she sat down to rest herself, and was seized with a fit. A boy was passing with an empty basket. He espied Clara's beautiful strawberries, he saw she was unconscious, and he was tempted to steal them. He knew it was wicked to steal, and that this was *cruel* stealing—but the pleasure of gratifying his appetite with the delicious fruit, was uppermost in his mind.

16. He stole softly towards the strawberries, and was just emptying them into his own basket, when Foot sprang on him, grasped his coat between his teeth, and held him fast. The boy in vain tried to beat him off—

he snarled; and threatened to bite him, but did not quit his hold. The boy then thought of screaming for help, but then, whoever came to his relief, would be a witness of his disgrace. He stood, for a few moments, pondering in silence—then stooped down, poured the pilfered strawberries again into Clara's basket, and placed it close to her side. When he had thus repaired his fault, Foot quietly released his prisoner, and returned to his mistress's side.

17. To the honor of the boy, it should be told, that he afterwards related the story himself, and said, that no spoken reproof—no whipping, ever made him suffer so much as the shame he felt, when he compared his dishonesty with the fidelity of this little animal. I have often thought, when I looked on Clara and Foot, there was no creature which walked on the earth, for whom God had not provided some pleasure. The possession of this little dumb friend, seems, in some measure, to be a compensation to Clara for her misfortune, and shows the goodness of God in not leaving any of his creatures entirely destitute of the means of enjoyment.

QUESTIONS.

Do you recollect the question William asked his mother? Do you remember her answer? For what purpose are dogs usually trained? What use was made of them in England in the time of Queen Mary? What did William think made her so cruel? What people are always kind to animals? What do you recollect about Cowper? What about the dogs in the island of St. Domingo? Which dog did Mary say she liked best? What do you recollect about Clara and her dog? Do you recollect the affair of the strawberries?

LESSON VI.

INSECT ARCHITECTURE.

1. Few persons who have not made themselves familiar with the history of insects, will, perhaps, be-

lieve that among them are to be found miners, masons, carpenters, and paper-makers, who were perfect in their different trades six thousand years ago.

2. The common spider has made every body familiar with his proficiency in the art of weaving; and a similar insect, which has taken up his abode in the water, might have suggested the idea of the diving bell many centuries before it was discovered; and if we had our senses about us when wandering in the fields of a fine evening in summer, the honor of inventing the air-balloon would not have belonged to the French; we might have derived the principle of it from the little spider that lifts himself into the air upon his tiny web of gossamer; an elevation he could not, otherwise, have any chance of attaining.

3. Bees have, perhaps, been more frequently observed and watched in our gardens, than any other creature of the insect race; yet how few have followed them into the hive, and there learned how much may be done in a given time by division of labour; how, by ingenuity of contrivance, many mansions and store-houses may be erected with the greatest possible economy of space; and how, by mutual assistance and general subordination, thousands may live together in affluence and peace!

4. Before Babylon was thought of, the social tribes of ants had constructed towers, and cities, and domes; had raised fortresses, and built covered ways, with all the art of an experienced engineer.—The vulgar idea is, that these insects feed upon corn. They do no such thing. They take it to their habitations, and break it up amongst the other materials for their edifices, but their food is of a much more select description.

5. Some of the ant tribes feed upon liquor, which is yielded to them by the aphids, whole flocks of which insect, if we may use the expression, they appropriate to themselves, tend and support as we do our flocks of sheep and herds of cattle. But what, perhaps, is

not the least surprising passage in the history of the ants is this, that there are races of them who have their negro slaves. In these tribes there are regular whites, who, reposing in indolence themselves, compel the less fortunate nation of blacks to do for them all the drudgery they require.

6. The aphid seems to serve the same purpose to the ant as the cow does to man—it furnishes him with milk, and hence aphides are usually denominated the cows of the ant. Some tribes of ants go in search of the aphides on the vegetables and trees where they feed; but there are others, as the yellow ant, who collect large herds of them, which they remove to their own habitation, where they live on the roots of grass and other plants.

7. These ants are extremely jealous of their stock of cattle: they follow them about, caress them, and, on the slightest appearance of danger, take them up in their mouths, and remove them to a more sheltered and secure spot. They dispute with other ants for them, and, in short, watch them as keenly as any pastoral people guard their herds of sheep and cattle, which form their wealth.

8. Other species which do not gather the aphides together in their own nests, still seem to regard them as private property. They set sentinels to protect their places of resort, and to drive away other ants; and what is still more extraordinary, they enclose them as a farmer does his sheep, to preserve them, not only from rival ants, but also from the natural enemies of the aphid.

9. The battles which are waged by different tribes of ants against each other, are carried on in the most sanguinary manner, and with all the regularity of human warfare.

The younger Huber, who was enthusiastic in his researches into natural history, and a close observer of insects, thus describes one of their engagements.

10. "Both armies met half way from their respec-

tive habitations, and the battle commenced. Thousands of ants took their station upon the highest ground, and fought in pairs, keeping firm hold of their antagonists by their mandibles. While a considerable number were engaged in the attack, others were leading away prisoners. The latter made several ineffectual attempts to escape, as if aware that upon reaching the camp a cruel death awaited them.

11. "The field of battle occupied a space of about three feet square: a penetrating odor exhaled on all sides, and numbers of dead ants were seen covered with venom. The ants, composing groups and chains; laid hold of each other's legs and pincers, and dragged their antagonists on the ground. These groups formed successively. The fight usually commenced between two ants, who, seizing each other by their mandibles, raised themselves upon their hind legs, and spurted their venom upon their adversary.

12. "They were frequently so wedged together that they fell on their sides, and fought a long time in that situation, covered with dust. Shortly afterwards they raised themselves, when each began dragging its adversary; but when their force happened to be equal, the wrestlers remained immovable, and fixed each other to the ground, until a third came and decided the contest. It more commonly happened that both parties received assistance at the same time, when the whole four, keeping firm hold of their adversaries, made ineffectual attempts to win the battle.

13. "In this manner, they sometimes formed groups of six, eight, or ten, firmly locked together. The group was only broken when several warriors from the same republic, advanced at the same time, and compelled the enchained insects to let go their hold, and then the single combats were renewed. On the approach of night, each party retired, gradually, to their own city.

14. "On the following day, before dawn, the groups again formed—the carnage re-commenced with great

er fury than on the preceding evening, and the scene of combat occupied a space of six feet by two. The issue remained for a long time doubtful. About mid-day the contending armies had removed to the distance of a dozen feet from one of their cities, from which circumstance I concluded some advantage had been gained by one of the parties.

15. "They fought so desperately that they did not perceive my presence, though standing close by them, and so entirely were they occupied in the strife, that they appeared not to regard any thing else. — The ordinary operations of the two cities were not suspended, and in all the immediate vicinity of the two ant-hills order and peace prevailed.

16. "On that side alone on which the battle raged were seen crowds of warriors running to and fro, some to join the combatants, and others to escort the prisoners. The war finally ended without any disastrous results to either of the two republics. A heavy rain shortened its duration, and each band of warriors ceased to frequent the road that led to the enemy's camp."

17. These engagements, between equal tribes arise from feelings of mutual hostility, or, perhaps, for the possession of a particular herd of their cattle, and their object seems to be mutual destruction. But there is a tribe called the amazon or legionary ants, that invades a less warlike nation for the purpose of making slaves. We have already alluded to these depredators. They proceed with the greatest discipline and courage to the invasion of the cities occupied by the black or negro ants, and if successful, as they generally are, they carry off all the young, and rear them up in perfect obedience.

18. The little slaves, having no sense of the hostility which forced them from their native home, become quite attached to their masters, for whom they work with prodigious industry. On these negroes, reared among them, they depend not only for house and

home, but even for food ; and these faithful and affectionate servants begrudge neither labor nor pains in providing for those who have thus enslaved them.

19. Huber enclosed thirty amazons, with several young of their own species, in a glass box, the bottom of which was covered with a thick layer of earth : honey was given them, so that, although cut off from their auxiliaries, the amazons had both shelter and food. At first they appeared to pay some little attention to the young ; but this soon ceased, and they neither traced out a dwelling, nor took any food.

20. In two days one half of them died of hunger, and the others remained weak and languid. Commiserating their condition, he gave them *one* of their black companions. This little fellow, unassisted, formed a chamber in the earth, gathered together the young, put every thing in complete order, and preserved the lives of those that were ready to perish.

QUESTIONS.

Which of the mechanical trades are insects acquainted with ? How long have they followed those trades ? Can you tell what insects are miners ? What masons ? What carpenters ? What paper-makers ? What spinners and weavers ? What insect might have suggested the idea of the diving-bell ? What the air-balloon ? What insect has been most observed and watched ? What has this insect taught us ? Who were the first builders of towers, cities, domes, &c. ? What is the food of some tribes of ants ? What is the aphid ? (It is a small insect resembling a louse, which lives upon the bark of trees, also upon roots and the leaves of vegetables. The ants, by striking it, cause it to yield a drop of sweet juice, which is called their milk, and which the ant immediately swallows. Aphides is the plural of Aphis.) Are these insects the common property of all ants ? How do some species of ants preserve them ? Do ants ever quarrel with each other ? How do they manage in their battles ? Do you think these ants do unto others as they would like to have others do to them ? If not, do they do right ? Which ants do you think most honorable, those who milk their own cows, or those who compel others to bring them their food ?

LESSON VII.

INSECT ARCHITECTURE.—*Continued.*

1. In order to obtain a more intimate knowledge of the facts respecting these insects, Mr. Huber opened and deranged an ant-hill in which the negroes and amazons dwelt together. In doing this, the aspect of their city was so altered as not to be recognised by the amazons, and they were seen wandering about at random over the surface. The negroes, however, appeared to be well acquainted with the new localities of the ant-hill, and relieved them from their embarrassment by taking them up gently in their mandibles, and conducting them to the apartments already prepared.

2. One amazon was seen to approach a negro and play upon its head with his fore feet, when the latter immediately seized her in its pincers, and deposited her at one of the entrances. The amazon then unrolled herself, caressed once more her kind friend, and passed into the apartment. "I observed one," continues Huber, "after ineffectual windings; take the precaution of laying its burden on the ground. The amazon remained on the same spot until the negro, after having well ascertained and examined one of the entrances, returned, resumed its load, and bore it into the interior."

3. The termites, or white or wood ants, are the plague of both the Indies. Their favorite food is wood, and they attack it in such myriads that nothing escapes their ravages. Any other food is, however, not amiss to them; paper, cloth, and vegetables, they devour with amazing rapidity. In some parts of the West India islands they occasionally come near producing a famine, by destroying every kind of provisions collected for the use of families.

4. There is a very considerable variety in the mode of constructing the dwellings or nests, according to

the peculiar nature or instinct of the species. The greater number make their nests in the earth, under buildings, stones, &c., where they excavate extensive galleries for the reception of their young; but their dwelling is almost entirely concealed. Others build their hills or nests of various substances, and form cones or domes above ground. Some, again, prefer the trunks of old trees, in which they form the most singular labyrinths leading to the cells where their progeny is to be reared.

5. The wasp, who is pursued with unrelenting hostility by every body that sees him; the terror of nurses, and the dread of children, is, nevertheless, a most industrious and most excellent manufacturer of paper. The building materials employed by wasps were long a matter of conjecture to naturalists; as the bluish-grey papery substance of the whole structure has no resemblance to any sort of wax employed by bees for a similar purpose. The discovery was at last made by a French gentleman, after having for twenty years endeavored, without success, to find out the secret.

6. At length he noticed a female wasp light upon the sash of his window, and begin to gnaw the wood with her mandibles. It struck him at once that she was providing materials for building, which was confirmed by further observation. He saw her detach from the wood a bundle of fibres, about the tenth of an inch in length, and finer than a hair. These fibres she moistened with a kind of glutinous liquid which caused them to adhere together, and then kneaded them into a sort of paste or paper. Having thus prepared some of this material, the mother-wasp began first to line with it the roof of her building, for wasps always build downwards.

7. The round ball of fibres which she had previously kneaded up with glue, she now formed into a leaf, walking backwards and spreading it out with her mandibles, her tongue, and her feet, until it was almost

as thin as tissue paper. As one sheet, however, of such paper as this would not be a sufficient protection against the dirt and dust from above, she continued the operation until she had spread fifteen or sixteen layers, one upon the other, rendering the ceiling nearly two inches in thickness. The ceiling being finished, she next proceeded to build the first terrace of her city, suspending it horizontally from the roof. The cells were next formed, and thus she regularly proceeded till the whole structure was completed.

8. The mason wasp is a solitary insect, and makes her cell either in bricks, mortar, stone, or any other hard substance that happens to suit her. "In September, 1828," says Mr. Rennie, "a mason wasp was observed on the east wall of a house at Lee, very busy in excavating a hole in one of the bricks, about five feet from the ground. Whether there might not have been a small indenture in the brick before the wasp commenced, is unknown, as she had made considerable progress when first discovered; but the brick was one of the hardest of the yellow kind made in that neighborhood."

9. The most remarkable circumstance in the process of hewing into the brick, was the care of the insect in removing to a distance the fragments which, from time to time, she succeeded in detaching. Her object in doing this evidently was to prevent the discovery of her nest by any one of her numerous enemies.

10. There are a few of the curiosities of history belonging to insects, which would repay, in the way of amusement, the attention of the most careless reader. But the transformations which insects undergo, furnish materials for reflection of a still more important kind.—A deformed, leaf-devouring, loathsome looking thing, crawls along our path in the spring, and if we do not extinguish the little spark of life that warms him, he sports about our gardens before the summer is over, in the form of a beauteous butterfly,

decorated with a pair of wings so tastefully painted, that no artist can rival the splendor of their coloring.

11. There is, in the south of Europe, an insect called the ant-lion, which, though apparently the most helpless of all creatures, has a most formidable appearance. It contrives, by laying pit-falls, to live the life of a murderer for two years, during which period it resembles a wood-louse. This, however, is but its state of probation.

12. When the appointed time arrives, it seems to repent of all its former habits, and retires into the earth, where it surrounds itself with a cave, the inside of which it ornaments with a pearl-colored satin of the most exquisite delicacy and beauty, the produce of its own silk and loom. In this elegant hermitage the penitent remains about two months, when not only its form but its nature is completely changed. He puts on four wings, and revisits the world, a creature of purity, innocence, and gaiety, as a fly of the most brilliant appearance.

13. Most surely there are, in these changes, a pledge and a warning for man of that great transformation that awaits him, when his appointed moment arrives. If it be said that this death, and burial, and resurrection, in another form of insects, be necessary for the propagation of their race, we must only, therefore, the more admire the goodness of him who has ordained such a law, from which man cannot fail to derive the hope that he also, after descending to the earth, may rise a newly formed and purified creature, and destined for higher worlds than that from which, in his present state, he now draws his support.

QUESTIONS.

Where are the termites or white ants found? Are they troublesome? What is their food? What do they sometimes nearly cause in the West Indies? How? What is the mode pursued by ants in constructing their dwellings? What insect is called the paper-maker? Who first discovered their method of manufacturing paper? Tell how

they proceed in building their nests? Where does the mason wasp build its nest? How does it manage to get a hole in such hard substances? What is the most remarkable circumstance in their building? Do ants and other insects change their form? Give some examples. Where is the ant-lion found? What is there very curious respecting this insect? How long does it remain in its cave? What is it when it comes out? What may these changes in insects teach us?

LESSON VIII

THE WATER-CRESS BOY.

1. Tommy had given the last crust of the loaf, and had poured the remains of the wine into a cup, which he held to the lips of his poor mother, who was too weak to raise her head to receive the refreshing draught. She motioned him to share it with her. "Do, my son," said she, "your cheek fades for want of nourishment." "No," answered the boy, "I am neither sick nor hungry; besides, I shall take my basket, and go out to gather water-cresses; I will breakfast on part of them, and afterwards run to the next village, sell the rest, and bring a loaf for you."

2. At these last words his blue eyes beamed with hope; and entreating his mother not to fret, he took his basket, and set off for the adjacent meadows. "Dearest child!" said she, "in the midst of all my afflictions, God has indeed given me a blessing in thee;—but, alas! I fear that tender frame will fall a sacrifice to so much exertion, with so little to support it. How pale the poor child has of late become! and though his little heart bounded with the hope of bringing me a loaf, his legs trembled as he went out of the door.—Alas! should he also be taken from me!—No, the Almighty is too good, utterly to cast me down. He will yet, in his mercy, spare my Tommy—my darling child!"

3. And Tommy was indeed a treasure to this parent;—his tender care had nursed her, his little hands had earned their scanty fare, during many months. The father of Tommy had been a gardener and florist.—They had very pretty grounds, and a neat cottage; cheered by the smile of content, affection, and comfort. Misfortunes, however, came;—the finest fruit-trees were blighted. One affliction followed another. Returning late one evening, he fell and broke his leg; and fever and long illness ensued; his rent became due; it was demanded by a severe landlord, and not being able to pay it, he was harshly carried from a sick bed to prison, while his wife and child were turned houseless upon the wide world.

4. All the money which could be procured by the sale of what Tommy's mother possessed, was carried to his poor father, whose prison they both shared, watched over his dying bed, and received his last sigh. Nearly their last covering was gone, when a poor neighbor, who pitied their distress, suffered them to live in an empty barn, where Tommy made up a bed for his poor mother as well as he could, her anxiety having thrown her into a fever; and in this hopeless situation they must have perished, had not a benevolent stranger been called to this abode of misery, by Tommy's piercing cries, for he thought his mother was dying.

5. The stranger was a child of humanity—he entered—saw, pitied,—and left them some money, which supported them until the present morning; for Tommy had husbanded it with a miser's care, bought his mother a little wine, and some of the comforts her weak state rendered necessary, and lived himself upon a crust and glass of water.—Well, then, might Tommy's cheeks fade, and his little knees tremble. But God (who can see into the inmost recesses of the heart, and saw his actions with an approving eye) supported him. There were greater trials of his goodness yet in store for him—let us see how he resisted them.

6. Tommy went to gather water-cresses. He had

just filled his basket, when lo! a treasure met his dazzled eye—it was a purse! Tommy's little heart palpitated as he seized the prize. He sat down, and counted twelve bright guineas, two half guineas, and some silver. "Alas! my dear mother," cried he, "what comforts would even one of these afford thee! perhaps the owner would not feel the loss of it, whilst I am suffering, and thou art dying with hunger."

7. "But," continued he, "I dare not become unjust, and deprive my poor, dear mother of the consolation of seeing her boy act with honesty! What, though *man* might not see me, *God* would see me!—no, Tommy, this is not thine." He hastily closed the purse, left the basket, and running down the footpath, saw a gentleman at a distance, slowly walking forward, and reading. When he had overtaken him he said:—"Sir, have you been in yonder meadow?"—"Yes, my lad; I have been bathing."—"Oh! I am glad of that."—"For why, my fine fellow?"—"Because, sir, I hope you are the owner of this purse, which I have just picked up there."

8. Tommy then put the purse into the stranger's hands; it proved to be his. "Have the goodness, sir, to count that all is right." Mr. Marlow, for that was the gentleman's name, saw with real pleasure and surprise, a countenance beaming with honor and honesty. He looked steadfastly in his eye—there was no fraud, no deception, no disguise.—"Thank you, my little lad; all is as it should be; and now what must I give you in return?" "Nothing, sir, in *return*; but if you would purchase some water-cresses for your breakfast, you would enable me to carry my dear mother home some bread, and I will bless you forever!"

9. "Where is your mother? lead me to her." Tommy obeyed, and Mr. Marlow entered. He saw her sitting in an old chair, surrounded by damp bare walls, while that, and a little stool, upon which Tommy sat while he read the Bible to her, formed the whole of their furniture. So much wretchedness, combined with so much real integrity, touched his heart. "Madam," said

he, addressing the boy's mother, "I congratulate you upon the worth of your little son: he is indeed a hero, and shall be rewarded as one." So saying, he shook hands with both and departed.

10. In an hour after, a quantity of wine and a hamper of provisions were brought by a servant, and others followed with a comfortable bed, two chairs, and a table; and their benefactor came, in order that he might himself be a witness of his little friend's satisfaction. Tommy fell at his feet: "Arise, my good boy," said he, "these are but temporary conveniences, to restore your good mother to herself and you: I have something better in store for you than the gathering of water-cresses."

11. Tommy's care and tenderness, the comfort surrounding the poor sufferer, and the sweet content which now overspread her heart, at length restored this dear mother to herself; and led by Tommy she hastened to the place where their benefactor had appointed to meet them, and receive their thanks. What was their surprise—it was their own former cottage, where they had spent so many hours of happiness. It was fitted up with increased comforts and added conveniences.

12. Mr. Marlow thus addressed them:—"In taking possession of this abode, you will give me the pleasure of compensating a virtuous action. I have heard your whole story. It was a sad one, forget it, and be happy. This, and all you see, are your own. Enjoy, dear madam, the peculiar care and approbation of that God who saw the struggles of want and honesty in your sweet boy, and threw his virtues into action, where he also bestowed the power of rewarding them."

13. I will not even attempt to describe Tommy's feelings. He was now reinstated beneath his paternal roof. A gardener and florist was placed by his benefactor to take care of the ground, until Tommy was able to take that care upon himself. Peace and plenty soon smiled around; and though a tear would now and then fall upon the grave of his poor father, yet Tommy was most happy. His dear mother blessed his good heart,

as the source of every comfort she shared; and the little Water-Cress Boy is now—a rich and benevolent man.

QUESTIONS.

What do you first read about Tommy? Was it not very good in the little boy, to be so attentive to his poor, sick mother? Where did he go, after he had taken care of his mother? What did he go there after? What did he find there? How much money was there in the purse? Do you know how much a guinea is? (A guinea is 4 dollars 66 cents.) Did he keep it? Why? What did he do with it? What did the gentleman do? Did he do anything more for them? What reason did the gentleman give for his kindness to them? Can you tell how Tommy and his mother became so poor before the gentleman saw them? If there were four quarters of a dollar in silver, in the purse which Tommy found, besides the twelve guineas and two half guineas, see if you can tell how many dollars and cents there were in all. If Tommy had kept the money which he found, do you think he would have fared as well? Do you not think that it is much better to be honest than to keep what does not belong to you?

LESSON IX.

THE LITTLE FISH.

1. "Dear mother," said a little Fish,
 "Pray, is not that a fly?
I'm very hungry,—and I wish
 You'd let me go and try."
"Sweet innocent!" the mother cried,
 (And started from her nook,)
"That seeming fly is made to hide
 The sharpness of the hook."
2. Now, (as I've heard) this little Trout
 Was young and foolish too;
And so he thought he'd venture out,
 To see if it were true.

And round about the bait he played,
With many a longing look,
And, "Dear me," to himself he said,
"*I'm sure that's not a hook.*"

3. "I can but give one little bite,"
Thought he, "and so I will,"
So on he went, when, lo! it quite
Stuck through his little gill,
And as he faint and fainter grew,
With hollow voice he cried—
"Dear mother! had I minded you,
I should not now have *died.*"

THE ORPHAN BOY.

1. Alas! I am an orphan boy,
With nought on earth to cheer my heart;
No father's love, no mother's joy,
Nor kin nor friend to take my part.
My lodging is the cold, cold ground,
I eat the bread of charity;
And when the kiss of love goes round,
There is no kiss, alas! for me.
Yet I had once a father dear,
A mother too, whom I did prize;
With ready hand she'd wipe the tear,
If chanced a transient tear to rise;
But cause of tears was rarely found,
For all my heart was youthful glee;
And when the kiss of love went around,
How sweet a kiss there was for me!

2. But ah! there came a war, they say,
What is a war, I cannot tell;
But drums and fifes did sweetly play,
And loudly rang our village bell.
In truth it was a pretty sound:

I thought, nor could I thence foresee,
That when the kiss of love went round
There soon would be no kiss for me.
A scarlet coat my father took,
A sword as bright, as bright could be;
And feathers that so gaily look,
All in a shining cap had he.
Then how my little heart did bound!
Alas! I thought it fine to see;
Nor dreamt that when the kiss went round,—
There soon would be no kiss for me.

3. At length the bell again did ring;
There was a victory, they said;
'T was what my father said he 'd bring,
But ah! it brought my father dead.
My mother shriek'd; her heart was wo;
She clasped me to her trembling knee,
Oh God! that you may never know
How wild a kiss she gave to me!
But once again—but once again
These lips a mother's kisses felt.
That once again—that once again,
The tale a heart of stone would melt.
'T was when upon her death-bed laid;
A dreadful, dreadful sight to see!
"My child!—my child!" she feebly said
And gave a parting kiss to me.

4. So now I am an orphan boy,
With nought below my heart to cheer,
No mother's love, no father's joy,
Nor kin nor friend to wipe the tear.
My lodging is the cold, cold ground;
I eat the bread of charity;
And when the kiss of love goes round,
There is no kiss of love for *me!*

THE MOUSE'S PETITION.

1. O hear a pensive prisoner's prayer,
For liberty that sighs;
And never let thine ear be shut
Against the wretch's cries!
For here forlorn and sad I sit
Within the wiry grate;
And tremble at the approaching morn,
Which brings impending fate.
If e'er thy breast with freedom glow'd
And spurned a tyrant's chain,
Let not thy strong oppressive force,
A free-born mouse detain.
2. The scattered gleanings of a feast
My frugal meals supply;
But, if thine unrelenting heart
That slender boon deny,
The cheerful light, the vital air,
Are blessings widely given;
Let nature's commoners enjoy
The common gifts of Heaven.
The well-taught philosophic mind
To all, compassion gives;
Casts round the world an equal eye,
And feels for all that lives.

LESSON X.

FILIAL AFFECTION.

. We have already told you that *coals* are found in the earth. Men begin to dig them near the top of the ground, and they continue digging down till very great holes or deep pits are made in the earth. The men are

let down into these pits by ropes or chains, fastened to a large tub or basket. The men who work in these pits are called colliers.

2. John's father was a collier, and worked in one of these mines or pits. He one day gave his son permission to accompany him. They set out early one morning, and soon arrived at the top of a coal-pit. John looked down into this large, deep hole, and felt very much frightened. He kept fast hold of his father, who said to him, "Will you venture to go down John?"

3. John felt rather ashamed when he saw so many other boys and men go down, he therefore told his father he thought he would risk it. They then stepped into a round basket, which was hung by chains from two thick posts at the top. The chains were then let down, and John and his father arrived in safety at the bottom of the pit.

4. As they reached the bottom, John looked up, and saw a twinkling light like a star. He could scarcely believe it was the light from the large hole through which they had entered, and that it looked so small because they were now at such a distance from it.

5. When the basket touched the ground they both jumped out. The first objects that John saw, were men hard at work, whose appearance was frightful. Their faces were almost black, and their figures looked terrible by the dim light of the torches which were burning in many parts of the mine.

6. John could not help wishing himself in open daylight again: he was, however, of a patient disposition, and, as he knew he could not return until his father went home at the proper hour, he tried to amuse himself as well as he could. He first of all, began to examine this new and dismal world, for so it seemed to him to be.

7. He observed that the walls consisted entirely of coal which was so much cut out, that it left large rooms and passages: in truth John found that this mine was like a large house under ground. Until now, he could never believe what he had often been told, that there were in

some parts of the world, mines so extensive, as to resemble towns.

8. John thought he should not like to live in such a town as this: yet he had heard that some people remained always under ground; and he found that even in the coal mine where his father worked, many passed whole days together, and that horses existed there a long time without day-light.

9. He was shocked to hear that these poor creatures became blind, after being under ground a short time. He pitied them when he saw their bodies worn out with hard labor; and he thought, if ever it should be his lot to work in the mine, he would never whip them nor abuse them as some inhuman boys did whom he saw there.

10. In the afternoon, the colliers all prepared to return home. John's father was obliged to work an hour longer than the rest, having more to do than usual. When the men had left the mine, it was quite still, and almost dark. One torch alone remained burning, and the whole place looked so dismal that John wished his father had been ready to go home.

11. However, he soon began to amuse himself with picking up some very bright pieces of coal which he found scattered about the mine. He was thus employed, when all at once something came against him with such force that he was thrown down flat on the ground. He was greatly alarmed, but much more so when he looked round and saw his poor father lying on his back and almost covered with an immense heap of black earth, stones and coals.

QUESTIONS.

Where are coals found? Where do men begin to dig them? Do they dig very deep? What are these places called? What are the men called who work in the coal mines? Do you remember the name of the little boy who went with his father to the mine? How did John like it when he looked down and saw how deep it was? Did he venture to go down? How did they get down? What did the opening through

which they had entered, look like? Why did it look so small? What were the first objects that John saw when he had reached the bottom? How did these men look? Was there any light in this place? Did John wish himself out of the place? What did he find in the mine? What are some mines like? Do some people remain in them all the time? Are there any horses in these mines? What happens to them in a short time? Did John think he should be cruel to them? What accident happened to them? Was there any body there to help them? Where were the men?

LESSON XI.

THE SAME.—*Continued.*

1. John instantly tried to raise himself from the ground, and to shake off what had fallen on himself; and this he could easily do; for, although he was much frightened, he was not hurt. He perceived that a part of the mine had fallen in. He now called to his father, but the poor man could not answer, because the heavy lumps of earth pressed upon his body, and almost stopped his breath.

2. When John found his father could not speak, he was still more frightened, and began to call out very loud in hopes that some one would hear; but alas! that was useless. He then set hard to work to pull off the heap that almost crushed his father to death. For a long time he toiled with all his might, but his little hands were unable to do much good, and for an instant he gave up the work in despair, crying out, "What shall I do?"

3. His father opened his eyes, but it was impossible for him to speak to his son, and John thought he was going to die. At length, he thought of fetching a spade and other tools. With these he began to dig, and to clear away the earth and coal that lay in a large heap upon his father's breast. After some time he succeeded so well that the poor man was able to raise himself a little, and to tell him to go on.

4. With what joy did John now continue his work, though he was much tired! but he was soon assisted by the poor man himself, who having obtained the use of his hands, was able to push away the heavy lumps and help to remove the earth from his body. The first words he uttered, when he found himself able to walk, were: "My son, you have saved my life."

5. He did not suffer much from this accident, although it appeared so dreadful to his son, who had not yet been accustomed to the life of a collier. His father was hardy and strong, and had before been in danger of losing his life. However, nothing ever produced so great a change in his mind as this accident in the mine; for he had an opportunity of seeing the filial affection of his little son, and he could not help remembering how often he had neglected his duty towards him.

6. Before this accident he was indeed very far from being a good man. He frequently spent whole days in an idle thoughtless manner, and never took any trouble to bring up his children in the fear of God; and if their mother had not been a good and pious woman, they might have grown up in ignorance, and perhaps in wickedness.

7. She was very thankful that her husband and child were not left to perish in the coal-mine. They had indeed been in a dangerous situation; but what they then considered as a misfortune, proved afterwards a great blessing: for the father could not any longer neglect a child who was so affectionate as John, nor a wife who had brought up her children in such dutiful habits.

8. He was very grateful to heaven for the preservation of his life, and ever after this, he continued a steady, industrious man. He was no more seen at the ale-house, spending his time in idleness and his money for drink. When he was not engaged in his regular business he spent his time in teaching his children the duties of religion, and in striving to make himself and his family happy both here and hereafter.

QUESTIONS.

Was John hurt? What did he do? Where was his father? Could he speak to him? Did he try to relieve him? How? Did he succeed? What did his father tell him? Was he very much hurt? What effect had this accident upon the father? Did it make him a better man? How did he now spend his leisure time? What did he strive to do?

LESSON XII.

THE SPOILED CHILDREN.

1. A gentleman had two sons whom he tenderly loved, but whom he did not spoil by indulgence.—He gave them an excellent education, and accustomed them to such habits as would render their constitutions healthy and strong. Though he possessed a large fortune, he seldom permitted them to partake of rich meats or to drink wine.

2. He also accustomed them to early rising, to washing themselves with cold water, to sleeping in a cold bed in winter, and to taking daily exercise without fearing a little cold or rain.—They had a neighbor whose children were very differently managed. They had coffee, tea, wine, and all sorts of sweet-meats, as often as they wanted them. Water was warmed in the morning to wash them; their beds were warmed in the evening; and they were not permitted to go out, if the weather was cold or cloudy.

3. The children whom we first mentioned, whose names were Philip and James, were talking one day with their father, and happened to say they thought, from what they had heard, that their little neighbors must be very happy. Their father, to undeceive them, proposed that they should go and visit them the next day. The proposal was joyfully received, and the next morning early, they set out in a carriage.

4. The ride was a very cheerful one, but when they arrived, what a sight presented itself to their eyes!— On entering the parlor they saw three children in the most miserable condition; their faces yellow, their eyes dull and hollow; their teeth black and broken; and they were altogether so weak and meager that people might have supposed they did not get enough to eat.

5. Their mother complained, with tears in her eyes, that for eight days past their fourth son had been obliged to keep his bed; and soon after, she brought a large glass of medicine and made each of the children drink his share. When they sat down to dinner, the children appeared to be disgusted with everything and cared for nothing. On the contrary, Philip and James ate cheerfully of whatever was set before them.

6. Some time after they had dined, the visitors took their leave and returned home. The boys were sent to their cold bed, at an early hour, as usual. The next day they came skipping to their papa's room to wish him good morning. Their little cheeks were as red as roses, and an air of health gave a beauty to their whole countenance.

7. "How happy I am," said their father, "to have children so gay, and so healthy! I should be truly afflicted if I saw you languid and weak like those children whom we saw yesterday. What do you think of those children?" "Oh dear," replied Philip, "those poor children excited our pity: they look like shadows, and appear as if they were going to die. We would not be in their condition for all the world!"

8. "But," replied their father, "if I were to indulge you as much as they are indulged; if I were to allow your bed to be warmed; and the water heated, in which you are to wash; if I were to give you wine and coffee, and tea and sweetmeats and feed you upon dainties instead of the plain, and wholesome provisions to which you are now accustomed, would you not like it much better?"

9. "Oh no, indeed," cried they. "We prefer cold

beds and cold water, and nothing but plain food, to being made sick with rich meats and warm beds." A few days after this, they had news that the child which was sick at the time of their visit, was dead. Two others died the following year, and the one which survived was so weak and sickly that he was never able to do anything.

QUESTIONS.

Do you recollect what Philip and James said to their father about their little neighbors? What did their father propose to them? What did Philip and James think, after they had made their visit? What was the reason of so great a difference in the children? Which did James and Philip prefer, health, or rich living? What happened to the children whom they had visited? If you should be sick two months, and well ten weeks, would you be sick or well most, and how many days?

LESSON XIII.

THE FAITHFUL MASTIFF.

1. An English gentleman kept a mastiff which guarded his house and yard, but which never met with the least particular attention from his master. He was retained in service merely for his usefulness, and not from any particular regard.

2. One night, as his master was retiring to his chamber attended by his servant, the mastiff silently followed him up stairs, which he had never been known to do before, and to his master's astonishment, presented himself in his bedroom. Being considered an intruder, he was instantly ordered to be turned out; which being done, the poor animal began scratching violently at the door, and howling loudly for admission.

3. The servant was sent to drive him away; but discouragement could not check his intended kindness to

his master; he returned again and was more earnest than before to be let in. The gentleman, being weary of opposition, bade the servant open the door that they might see what he wanted to do.

4. When the door was opened the mastiff, with a wag of his tail, and a look of affection at his master, slowly walked up, and crawling under the bed, laid himself down as if desirous to take up his night's lodging there. To save further trouble, but not from any desire for his company, the indulgence was granted.

5. About the solemn hour of midnight, the chamber door opened, and a person was heard stepping across the room. The gentleman started from his sleep, and the dog, springing from his covert, seized the unwelcome disturber and fixed him to the spot! The master, being greatly frightened, rang his bell in order to procure a light. The man who was pinned to the floor by the courageous mastiff roared for assistance.

6. When a light was brought, it was found to be the very servant who had attended him the evening before, and who little expected such a reception. He attempted to apologize for his intrusion, and to make his master believe that he had no bad design in coming into his room: but the earnestness of the dog; the time, place, and above all, the manner and appearance of the servant, all raised suspicions in his mind, and he determined to refer the matter to a magistrate.

7. The treacherous servant, being now terrified by the fear of punishment, and now soothed with the hopes of pardon, at length confessed that it was his intention to murder his master and then rob the house. This horrible design was frustrated only by the sagacity of the dog and his attachment to his master, which seemed to be directed, on this occasion, by the over-ruling hand of a kind Providence.

8. How else could the poor animal know the intended murder? How else could he have learned to submit to injury and insult for his well meant services; and finally seize and detain a person who had probably shown him

more kindness than his master ever had done? These facts are no less astonishing than they are difficult to be understood.

9. A full length picture of the gentleman, with the mastiff by his side, as large as life, was soon after painted, and is still to be seen at the family seat where he died. It is a lasting monument of the gratitude of the master, the ingratitude of the servant, and the fidelity of the dog. It scarcely needs be added, that ever after this event every attention was paid to this faithful animal that the most ardent gratitude and affection could bestow.

QUESTIONS.

How was the mastiff treated at first by his master? Why was he kept? How did he act one night when his master was going to bed? Had he ever done so before? Was he at first suffered to remain in the room? What did he do then? Was he allowed to come in at last? Where did he place himself? What happened in the night? What did the dog do? Who was the person? What did he intend to do? How could the dog know it? Is there any way to account for his doing as he did? What did the gentleman have done, to represent the faithfulness of his dog? Was he very good to him after this?

LESSON XIV.

ELEPHANT HUNT.

1. A young gentleman in India sent to his friend in this country the following narrative of an Elephant hunt which took place soon after his arrival in that country—“For some days,” says the writer, “before our arrival at the place to which our regiment was ordered, we had intelligence of a huge elephant being in a large grass swamp within five miles of us.

2. He had inhabited the swamp for years, and was the terror of the surrounding villagers, many of whom he had

killed. He had only one tusk; and there was not a village for many miles round, that did not know the large, one-toothed elephant; and one of our party had the year before been attacked, and the elephant on which he rode put to flight, by this furious fellow.

3. We determined to go in pursuit of him; and accordingly, on the third day after our arrival we started in the morning, mustering about thirty tame elephants, a part of which carried hunters on their backs. Some of these were armed with spears, but the greater part with guns. On our way to the swamp we shot a great quantity of different sorts of game, that got up before the line of our elephants.

4. We had hardly entered the swamp, when we saw the great object of our expedition. The wild elephant got up out of some long grass, about two hundred and fifty yards before us, where he stood, staring at us, and flapping his huge ears. We immediately formed a line with our elephants, and went directly towards him till within a hundred and thirty yards, when, fearing he was going to turn from us, the whole party discharged their guns at him.

5. He then turned round and made for the middle of the swamp. The chase now commenced; and after following him upwards of a mile, with our elephants deep in the mud, we succeeded in turning him to the edge of the swamp. He allowed us now to get within eighty yards of him, when we again discharged our guns full in his front. He then made a desperate attack upon us, but fortunately only grazed one of our elephants.

6. He again made for the middle of the swamp, giving evidence that he was severely wounded, and making a most terrible noise. We followed him, and were obliged to swim our elephants through a piece of deep stagnant water, occasionally giving a shot. He again made a stop, in some very high grass, and allowed us to approach within sixty yards, when we again discharged our pieces.

7. The enraged animal then made a second attack up-

on us, more furious than the first, but when he was very near to us he received two or three shots which stunned and turned him. He then made for the edge of the swamp, again swimming a piece of water, through which we followed with much difficulty. One of our elephants fairly turned over and threw his rider and his guns into the water. The man was picked up by one of the other elephants, but his three guns went to the bottom.

8. While we were engaged in passing the water and getting things in order, the wild elephant had arrived at the edge of the swamp, and stood perfectly still, looking at us and trumpeting with his trunk. We again advanced upon him, in the expectation of a desperate battle; nor were we mistaken. He allowed us now to approach within forty yards of him, when we took deliberate aim and fired at his head.

9.- On receiving this fire he made another furious charge upon us, but when within a few yards, he received a ball which penetrated his brain and laid him dead as a stone. He measured twelve feet four inches in height, sixteen feet in length, and ten feet round the neck. His only remaining tusk, when taken out, weighed thirty-six pounds: this however, when compared with the tusks of tame elephants, was considered small for the size of the animal.

10. After he fell, a number of the villagers came about us and were exceedingly rejoiced at the death of their formidable enemy. They assured us that during the last four or five years, he had killed nearly fifty men. Indeed, the knowledge of the mischief he had done, was the only thing which could reconcile us to the death of so noble an animal."

QUESTIONS.

Where is India? Are all elephants wild? Do you remember anything about the wild elephant mentioned in the lesson? Why was he hunted and killed? How large was he? How much did his tooth weigh? Do elephants have but one tooth? Were the neighboring villagers very sorry he was killed?

LESSON XV.

THE LION AND THE DOG.

1. In the Tower of London, wild beasts of all kinds and all countries are kept for show. It is customary for those who are unable to pay sixpence for a sight of these animals, to bring a dog or cat to be thrown to the beasts, instead of money to the keeper. Among others, a boy had caught up a pretty black spaniel in the streets, and he was accordingly thrown into the cage of the great Lion.

2. Immediately the little animal trembled and shivered and crouched. He threw himself on his back, put forth his tongue, and held up his paws in a supplicating manner, as an acknowledgement of superior power, and praying for mercy. In the meantime, the lion, instead of devouring it instantly, as was his custom, beheld it with an eye of curious inspection.

3. He turned it over first with one paw then with the other, smelled it, and seemed desirous of courting further acquaintance with it. The keeper on seeing this, brought a large mess of his own family dinner; but the lion utterly refused to eat, keeping his eye fixed on the dog, and apparently inviting him to be his taster.

4. At length, the little animal's fears being somewhat abated, and his appetite quickened by the smell of the victuals, he approached slowly, and with trembling began to eat. The lion advanced gently and began to partake with him, and they finished their meal very lovingly together.

5. From this day the strictest friendship commenced between them; a friendship consisting of all possible affection, and tenderness on the part of the lion, and the utmost confidence and boldness on the part of the dog; insomuch, that he would lay himself down to sleep between the paws and under the very jaws of his terrible companion.

6. A gentleman who had lost the dog and had advertised a reward of two guineas to the finder, at length

heard of the adventure, and went to reclaim his property. "You see, sir," said the keeper, "it would be a pity to part such loving friends. However, if you insist upon your property, you must even be pleased to take him yourself. It is a task I would not engage in for five hundred guineas."

7. The gentleman was very angry, but finally chose to acquiesce rather than have a personal dispute with the lion. In about twelve months the little spaniel sickened and died, and left his loving companion the most desolate of creatures. For a time, the lion did not appear to think otherwise than that his companion was asleep.

8. He would continue to fawn around him, stir him with his nose, and turn him over with his paw; but finding that all his efforts to awake him were vain, he would walk his cage from end to end at a swift and uneasy pace; then stop and look down on him with a fixed and mournful regard; and again lifting his head on high, open his horrible throat and prolong a roar, as of distant thunder, for several minutes.

9. They attempted, but in vain, to convey the carcass from him: he watched it perpetually and would suffer no person to touch it. The keeper then endeavored to tempt him with a variety of victuals, but he turned from all that was offered him, with loathing.

10. They then put several living dogs into the cage, and these he instantly tore in pieces, but left their limbs on the floor. His passions being then inflamed, he would strike his claws into the boards and tear off large splinters, or grapple with the bars of his cage,—and seemed enraged at his restraint from tearing the world in pieces.

11. When quite spent with the violence of his exertions, he would stretch himself by the remains of his beloved associate, gather him in with his paws, put him to his bosom, and then utter under-roars of such terrible melancholy, as seemed to threaten all around for the loss of his little playfellow, the only friend and companion he had upon earth.

12. For four days he thus languished, and gradually

declined, without taking any sustenance or admitting comfort, till one morning he was found dead, with his head lovingly reclined on the carcass of his little friend. They were both buried together, and their grave plentifully watered with the tears of the keeper and his loudly lamenting family.

QUESTIONS.

What are kept in the tower of London? How do persons obtain admittance to see them who are unable to pay the usual price? What did a boy bring? What was done with him? How did he act? Did the lion kill him? How did he treat him ever afterwards? What did the man do who had lost the dog? How long did they live together? What became of the dog? Did the lion seem to understand that he was dead? How did he act? Were they able to take away the body of the dog? Why? What effect had this on the lion? How long did he live? How did he use other dogs that were put into his cage?

Nine boys have twelve cents each, how many have they all? If you divide one dollar equally, among ten boys, how much will they have apiece? Why? If you divide twenty apples among five boys, how many will they have apiece? Among four boys, how many? Why? Ann has two apples, Mary twice as many, George three times as many as Mary, and Albert four times as many as Ann; how many has each, and how many have all?

LESSON XVI.

MARTHA AND HER KID.

1. One bleak day in March, Martha, returning from a visit to the sheep-fold, met with a young kid, deserted by its dam on the open plain. It was bleating piteously, and was so benumbed with the cold that it could scarcely stand. Martha took it up in her arms and pressed it to her bosom.

2. She hastened home, and showing her little foundling to her parents, begged she might be permitted to rear it

for her own. They consented; and Martha immediately procured a basket full of clean straw and made a bed for him where it was warm.

3. She then warmed some milk and gave it to him in a dish. The poor creature quickly drank it up, and then licked her hand as if he would say, "do give me a little more." Martha was delighted. She rubbed its slender limbs with her warm hands, and she soon had the satisfaction of seeing him jump out of the basket and frisk about the room.

4. He was soon introduced to the rest of the family, and the younger children were allowed to play with him and pat him: but Martha would let nobody be intimate with him but herself. The great mastiff was charged never to hurt him; and indeed he had no intention of doing it.

5. Within a few days the kid became so familiar that he would follow Martha all about the house; trot by her side into the yard; run races with her in the field; feed out of her hand, and was, in short, a declared pet and favorite.

6. As the spring advanced, Martha roamed in the fields and gathered wild flowers, with which she wove garlands and hung them around the neck of the kid, who always attended her in these rambles. He could not be kept, however, from nipping the finery which hung about him, whenever he could reach it with his mouth.

7. He was likewise rather troublesome in thrusting his nose into the meal-tub and flour-box, and following people into the dairy, and sipping the milk that was set for cream. He now and then received a blow from the dairy maid for his intrusion, but his mistress always took his part and indulged him in every liberty.

8. The kid's horns now began to bud, and a little white beard sprouted from the end of his chin. He grew bold enough to put himself in a fighting posture whenever he was offended. He butted down little Colin into the dirt; quarrelled with the geese for their allowance of corn; and held many a stout battle with the old turkey.

9 Every body said the kid was growing too saucy and must be sent away, or be taught better manners. But he saved them any trouble on this score. He soon took a fancy to roam to a great distance from the house, in search of leaves and shrubs of which he was very fond.

10. At first he returned regularly, and his mistress had no suspicion of his intention to desert her; but the kid, finding himself more at liberty when abroad, and the hills and mountains agreeing much better with his nature than the confinement of a yard, he chose to give up the attentions of his friend, and take his chance, like others of his kind, among the mountains.

11. As he did not return at his usual time, Martha became very uneasy, and the next day went in search of him. When she arrived at the foot of a mountain, at a great distance from home, she called the kid very loudly by the name she had given it. Directly she saw him on the very top of the mountain, looking down upon her, but all her entreaties would not induce him to descend.

12. After looking some time at her, he turned away with great indifference, and seemed to say "You may go home without me, for I have no farther need of your assistance, and can now take care of myself very well." Poor Martha was grieved to the heart, at the ingratitude of her kid, and returned home crying with vexation and sorrow.

QUESTIONS.

● Where did Martha find the kid? (A kid is a young goat.) What did she do with it? Did her parents consent that she should raise it? What did she feed it with? Did the kid learn to play with her? How? When they went into the fields what did she do? Did the kid become troublesome in the house? How? When he was offended what did he do? What did he quarrel with? Why did he run away? Was Martha glad of it? Do you not think the kid was very ungrateful, to treat her so? Did you ever hear of any children doing as the kid did? Did you ever hear of any children, who after they had been tenderly nursed and brought up, have deserted their parents and treated them with ingratitude and neglect? What do you think of such persons?

LESSON XVII.

THE TRAVELLED ANT:—A FABLE.

1. In a spacious garden, enclosed with high brick walls, there lived a numerous colony of ants. Their dwelling was at the root of a fruit-tree which grew near the wall, but they had extended their works to a great distance on every side under ground.

2. One day, two of the inhabitants happened to meet in a pleasant gallery under ground, and fell into the following conversation.—“Good morning, friend,” said the first, “how do you do? I am glad to see you. Where have you been this long time? All your acquaintance have been greatly alarmed about you lest some accident had befallen you.”

3. “Why,” said the other, “I am indeed a sort of stranger, for you must know I am but just returned from a long journey.”—“A journey! whither, pray, and on what account?”

4. “A tour of curiosity, merely. I had long felt dissatisfied with knowing so little about this world of ours; so I took the resolution to travel, and see for myself what kind of a world it was, and how it was inhabited. I think I may now boast that I have gone round its utmost limits, and that no great part of it has escaped my notice.”

5. “Wonderful! What a traveller you have been, and what sights you must have seen!” “True—I have seen more than most ants, but it has been at the expense of so much toil and danger that I know not whether it was worth the pains.”

6. “Would you oblige me with some account of your adventures?” “Most willingly.—You must know, then, that I set out early one sunshiny morning, and after crossing our territory and the line by which it is bordered, I came upon a wide, open plain,* where as far as the eye could reach, not a single green thing was to be seen,

* An alley in the garden.

but the hard soil was everywhere covered with huge stones,* which made travelling equally painful to the eye and to the feet.

7. As I was toiling onwards, I heard behind me a rumbling noise, which became louder and louder as it approached. I looked back and beheld a prodigious rolling mountain,† approaching me so fast, that it was impossible to get out of the way. I threw myself flat on the ground behind a stone, expecting instant death.

8. The mountain soon passed over me, and I continued, I know not how long, wholly insensible. When I recovered, I began to stretch my limbs one by one, and, to my surprise, found myself not in the least injured; but the stone beside me was almost buried in the earth by the crash.”

9. “What an escape you had there!”—“A wonderful escape, indeed.—I then journeyed on over the desert, and at length came to the end of it, and entered upon a wide green tract, consisting of tall trees,‡ with narrow pointed leaves, which grew so thick and entangled that it was with the greatest difficulty I could make my way between them; and I should continually have lost my road, had I not taken care to keep the sun in view before me.

10. When I had arrived near the middle of this region, I was startled at the sight of a huge four-legged monster,§ with a speckled skin, which took a flying leap over me, at the same time uttering the most terrible roar, and seized something with his claws, and then disappeared.

11. I then went on, but had not proceeded far before I ran directly upon one of those long, round, crawling creatures,|| which we sometimes meet with under ground, near our settlement. As soon as he felt me upon him, he drew back into his hole so swiftly that he came very near drawing me in along with him. However, I jumped off, and proceeded on my way.

* Gravel stones. † A gravel roller. ‡ Clover or grass-plot.

§ A Cat. || An angle-worm.

QUESTIONS.

Where did this colony of ants live? Was their house above or under ground? Where did two of them meet? What was the reason they had not seen each other for so long a time? Where did one of them think he had been? What was the first thing he came to after leaving his own country? What was this plain? What were these great stones of which he speaks? What did he think was approaching him? How did he escape? How did he find out he was not dead? Do not little boys and girls sometimes think they are killed, when they are only frightened? When he had passed this desert or alley, what did he come to next? What was this grove which he thought to be tall trees? How was the travelling here? What dreadful animal did he first see here? What happened next?

LESSON XVIII.

THE SAME, *Continued.*

1. With much labor I arrived, at last, at the end of this perplexed tract, and came to an open space like that in which we live. In this space grew a multitude of trees, so tall that I could not see to their tops. Being hungry, I climbed up the first I came to in expectation of finding some fruit; but after a weary search, I returned empty.

2. I tried several others with no better success. There were leaves and flowers in plenty, but nothing of which I could make a meal; so that I might have been starved, had I not found some sour, harsh berries on the ground, on which I made but a poor dinner.

3. While I was doing this, a greater danger than any of the former, befell me. One of those two-legged, feathered creatures which we often see to our cost, jumped down from a bough, and picked up the very berry on which I was standing. Luckily for me, he did not swallow it immediately, but flew up again into the tree; and in the meantime I disengaged myself and fell from a vast height to the ground, but received no injury.

4. I crossed this plantation, and came to another entangled green, like the first. After I had labored through it, I came on a sudden to the side of a vast, glittering plain,* the nature of which I could not possibly understand. I walked along a fallen leaf which lay on the side, and coming to the farther edge of it, I was greatly surprised to see another ant, coming from below to meet me.†

5. I advanced to embrace him, but suddenly I felt everything giving way under me, and I should have sunk in this dreadful place, had I not quickly turned about and caught hold of the leaf, by which I drew myself up again. And now I found this great plain to consist of that same kind of fluid which sometimes falls from the sky and causes us so much trouble, by filling our houses under ground.

6. As I stood considering how to proceed on my journey, a gentle breeze arose, which, before I was aware, carried the leaf I was upon, away from the solid land into this strange element. It, however, bore up the leaf and me along with it.

7. At first I was greatly alarmed, and ran round and round my leaf in order to find some way of getting back; but finding this to be impossible, I resigned myself to my fate, and even began to take some pleasure in the easy motion by which I was borne forward.

8. But what new and wonderful forms of living creatures‡ did I see inhabiting this liquid land! Bodies of prodigious bulk, covered all over with shining scales, shot by me with vast rapidity and sported a thousand ways. They had large heads and staring eyes, tremendous wide mouths, but no legs.

9. They seemed to be carried forward by means of little wings,|| planted on different parts of their body, and especially at the end of the tail, which they continually moved about. Other smaller creatures, of a great variety of forms, were moving through the clear fluid, or rest-

* A pond. † The reflection of himself in the water. ‡ Fish. || Fins.

ing on its surface; and I saw with terror, numbers of them continually seized and swallowed by the larger ones before mentioned.

QUESTIONS.

What did the traveller do when he was hungry? Did he find anything to eat? What was he obliged to make his dinner upon? What happened while he was eating his dinner? How did he escape being swallowed? Was he hurt by the fall? What did he come to next? When he came to the pond what did he think it was? How did he get over the pond? What did he see in it? What frightened him very much?

LESSON XIX.

THE SAME, *Continued.*

1. When I had reached the middle of this plain, the smooth surface all at once grew rough, and moved up and down, so as to toss about my leaf and nearly overset it. I trembled to think what would become of me if I should be thrown off amidst all these terrible monsters. At last, however, I arrived safe at the other side, and with joy set my feet on dry land again.

2. I ascended a green hill, which led to a tall plantation like that I had before passed through. Another green plain and another stony desert succeeded, which brought me at length to the opposite side of our world,* bounded by the same immense wall which limits us on this side.

3. Here I fell in with another nation of our species, differing but little in their manners from ourselves. They invited me to their settlement and entertained me kindly, and I accompanied them on several excursions in the neighborhood. There was a charming fruit-tree at no great distance, to which we made frequent visits.

* The opposite side of the garden.

4. One day, as I was feasting upon a fine large plum, I came very near being devoured myself, by one of those huge, two-legged monsters,* which often shake the ground over our heads and put us into great terror. However, as soon as he felt me upon his tongue, he sent me whirling to the ground in a torrent of filthy slime.

5. My new friends now began to hint to me that it was time to depart, for you know we are not fond of entertaining strangers a great while. The next morning, therefore, I took my departure, and it was a lucky thing for me that I did; for I had not travelled far, before I heard behind me a terrible explosion, and looking back I saw the whole settlement thrown into the air amidst fire and smoke.

6. From some of the inhabitants who escaped with life, I learned that the disaster was probably owing to that same two-legged monster, from whose jaws I had so narrowly escaped; as he was seen, just before the disaster, pouring into the holes which led to our apartment, a quantity of black shining grains.†

7. On my return from this remote country, I kept along the outer edge, which, though much farther, I knew would bring me back to my own country. I met with several wandering tribes of our species on my road, and frequently joined their foraging parties in search of food. I met with several other adventures on my way home, some of which I will briefly mention.

8. One day a company of these wanderers and myself, being allured by the smell of something sweet, climbed up some lofty pillars, on which was placed a vast building,‡ having only one door and no windows. At this door there were constantly going in and coming out, those winged creatures, somewhat like ourselves only many times bigger, which we often see around us.

9. Some of the boldest of our party watching a time when the entrance was free, ventured in, but they were soon driven out and slain at the very door. The rest of us made a speedy retreat. The same evening I, togeth-

* A man. † Powder ‡ A bee-hive.

er with one of my companions, took up our residence in an empty snail-shell. In the night there came on a violent shower and the shell was presently filled.

10. I awaked just in time to make my escape, but my poor companion, being at the bottom of the shell, was drowned. Not long after this I came very near being entrapped in the den of the ant-lion, a terrible foe to our species. I discovered my danger just in time to make my escape.

11. This was the last of my perils. To my great joy, I reached home last night, where I mean to spend the rest of my life contentedly. I do not know how far I have benefited from my travels, but one important conclusion I have drawn from them." "Pray, what is that?" said his friend.

12. "You know it is the general opinion with us, that everything in this world was made for our use, alone. Now I have seen such vast tracts of country, not at all fit for our residence, and peopled with creatures so much larger and stronger than ourselves, that I am convinced the Creator had in view their accommodation as well as ours in making this world."

13. "I confess, this seems probable enough," said his friend, "but you had better keep your opinion to yourself: for we ants are a vain race, and make high pretensions to wisdom; we shall, therefore, be highly offended with any attempts to lessen our importance in our own eyes."

QUESTIONS.

What happened to the traveller when he was partly over the pond? Was he very much frightened? Did he arrive safe at the shore at last? What countries did he travel through after that? When he got to the end of the world, or garden, what did he find? How long did he stay with them? What narrow escape had he while there? What happened to the settlement soon after he left it? Which way did he return? What did he meet with on the way? Do you recollect the adventure at the bee-hive? In the snail-shell? With the Ant-lion? Did he think he should continue his travels or stay at home? What conclusion did he come to from what he had seen? What did his friend think?

LESSON XX.

SCRIPTURE SELECTIONS.

1. Children, obey your parents, in the Lord: for this is right. Honor thy father and mother, which is the first commandment with promise, that it may be well with thee and thou mayest live long on the earth.

2. But I say unto you, *swear* not at all : neither by heaven, for it is God's throne: nor by the earth, for it is his footstool. That ye may be the children of your Father which is in heaven: for he makes the sun to rise on the evil and on the good ; and sends rain on the just and on the unjust.

3. Behold the fowls of the air : for they sow not neither do they reap, nor gather into barns; yet your heavenly Father feeds them. Are ye not much better than they? Consider the lilies of the field how they grow: they toil not, neither do they spin; and yet I say unto you, that even Solomon, in all his glory was not arrayed like one of these.

4. Therefore, whosoever heareth these sayings of mine and doeth them, I will liken him unto a wise man, which built his house upon a rock. And the rain descended, and the floods came, and the winds blew, and beat upon that house, and it fell not: for it was founded upon a rock.

5. A good tree cannot bring forth evil fruit, neither can a corrupt tree bring forth good fruit. Every tree that bringeth not forth good fruit, is hewn down, and cast into the fire. Wherefore by their fruits ye shall know them. Let not your hearts be troubled : ye believe in God, believe also in me.

6. In my Father's house are many mansions: if it were not so I would have told you. I go to prepare a place for you. And if I go and prepare a place for you, I will come again and receive you unto myself; that where I am, there ye may be also. A new commandment I give unto you, that ye love one another. By this shall

all men know that ye are my disciples, if ye have love one to another.

7. So when this corruptible shall have put on incorruption and this mortal shall have put on immortality, then shall be brought to pass the saying that is written, Death is swallowed up in victory. There is one glory of the sun, and another glory of the moon, and another glory of the stars: for one star differeth from another star in glory.

8. After this I beheld, and lo, a great multitude which no man could number, of all nations and kindreds and people and tongues stood before the throne and before the Lamb, clothed with white robes and palms in their hands; and cried with a loud voice, saying: Salvation to our God which sitteth upon the throne, and unto the Lamb.

9. They shall hunger no more, neither thirst any more, neither shall the sun light on them, nor any heat: for the Lamb which is in the midst of the throne, shall feed them, and shall lead them unto living fountains of water, and God shall wipe away all tears from their eyes.

10. And I saw another mighty angel come down from heaven, clothed with a cloud, and a rainbow was upon his head, and his face was as it were the sun, and his feet as pillars of fire: and he had in his hand a little book open: and he set his right foot upon the sea and his left foot upon the earth, and cried with a loud voice as when a lion roars: and when he had cried, seven thunders uttered their voices.

QUESTIONS.

If you were to read four chapters in the bible every morning how many would you read in a week? If five, how many? if six, how many? if three, how many? If every three chapters contained one hundred verses, how many verses would you read in a week, when you read three chapters a day? When you read six chapters a day?

George committed to memory for the Sunday school twelve verses; Henry seven, Mary nine, and Emma six: how many did they all commit? How many more had George than Henry? How many more than Mary? How many more than Emma?

LESSON XXI.

THE FAITHFUL GIRL.

1. Ruth was at play with her sister in the garden, when her mamma called her into the house to tell her that she had received a letter from a friend at a distance, who was advanced in years and wished to have some young person to live with her, as she was very lonely. I have promised, said her mother, that you shall visit her.

2. Ruth looked very grave and unhappy when she heard this news. "Dear mamma," cried she, "permit me to stay at home with my brothers and sisters: for there are not any companions of my own age, at this lady's house, and I shall feel very dull."

3. "I will explain to you," replied her mother, "that it is sometimes right to give up our own wishes to oblige others. This worthy lady whom you are going to visit, I have known many years, and when I was young she was very kind to me, and I therefore feel under great obligations to her.

4. Now, although I do not wish to part with you, yet as I know it will give her pleasure, I wish you to go and visit her. I know that I can depend upon you, or I should not trust you so far from me, and in a house too, where, except this old lady, there are only servants.

5. I feel sure that you will not waste your time, nor forget the promises you made me about your conduct, when you are out of my sight." Such, indeed, was Ruth's character: she was faithful to her promises, and her mother often trusted her in many respects beyond what is usual with children of her age.

6. The day appointed for Ruth's journey arrived, and before she set off, she received some good advice from her mother upon a subject that demands the attention of all young persons. "You will often," said she, "be left alone, during your visit to my old friend; for I know she spends much of her time in her own room.

7. Do not, for want of other society, become familiar with servants; treat them at all times with gentleness, and give them as little trouble as possible, but never make them your companions. Their education and habits of life are different from those I wish you to acquire.

8. At the same time, my child, be careful never to pain the feelings of any of your fellow creatures by any display of superiority. Be humbly grateful to Heaven for the advantages you possess, and ever keep this truth in your mind; that if you are less faithful and honest than a good servant, you are far beneath her in the most essential qualifications."

9. Ruth was twelve years old when she left her mother, for the first time, to pay this promised visit. She was welcomed by her mother's friend with cheerfulness, and good humor, which much surprised her; for she had imagined that, as this lady was old and often ill, she would be a grave and dull companion.

10. She found it far otherwise; for though the lady had arrived at a great age, yet her conversation was so agreeable, that Ruth was sorry when the clock struck nine, her usual time for going to bed. The next morning she was obliged to breakfast, walk, and amuse herself alone, for the old lady did not leave her room till the middle of the day.

11. The following day, however, was not passed in quite so lonely a manner, for she was appointed to be the lady's little housekeeper, to water her plants, and to take many a message to different friends in the village. On all these occasions, Ruth proved herself trusty, and was never known to say a word more or less than the truth.

QUESTIONS.

Where was Ruth when her mother called her? What did her mother tell her? Was Ruth glad that she was to go away? Why did she not wish to go? What reasons did her mother give for wishing her to go? Do you recollect the advice her mother gave her? How old was Ruth when she left her mother? How was she received? Was she lonesome? What happened the next day? How did she conduct?

LESSON XXII.

THE SAME, *Continued.*

1. In this manner Ruth passed her time happily enough; but after she had been some weeks from home, she felt very uneasy at seeing that many things were going on in the house which were very improper. She was shocked to discover that the servants were in the constant habit of deceiving their mistress and telling her what was untrue.

2. One night she could not sleep, but was considering about all that she had discovered, and about the best manner of undeceiving the old lady, who placed great confidence in her servants, and little thought how dishonestly they were acting. All at once, she heard loud and strange voices, in the room below that in which she slept.

3. She listened, and thought it sounded as if a large company of people were eating and drinking, and feasting, while the mistress of the house was in bed. She felt quite at a loss to know what to do, for she was sure it was very improper; and at first she thought she would go and awaken the old lady, but then she was afraid it might make her ill as she was so old and weak.

4. At last she rang her bell, and a servant came up stairs. "What is the cause of all this noise?" asked Ruth. The maid replied, "we are entertaining a few friends; but do not tell my mistress, as she knows nothing of it." Ruth was shocked at this dishonest conduct, and assured the maid that her mistress should hear of it as soon as she was up in the morning.

5. She told the maid, also, with great resolution and firmness, that if she did not send every one of her friends out of the house directly, she would go immediately and make it known to her. The maid was surprised to hear this from such a little girl, whom she thought she could easily frighten into secrecy.

6 She found, however, that Ruth was not afraid of

doing or saying anything that she knew to be right, and she left the room angrily, saying, "we shall see in the morning, whether my mistress will believe you or me." Ruth did not pass the night very comfortably, but as soon as the lady was up, she went to her door, and tapping gently at it was soon admitted.

7. She told her story with so much simplicity, that although it would have been difficult for any other person to make the old lady believe her servants deceived her, yet she did not doubt one word of what she heard from Ruth.

8. The servants denied it all, for they thought Ruth was so young, that their mistress would be persuaded to disbelieve her; but they did not know that their mistress had already discovered Ruth's honesty, and that she would not deceive even in trifles. The dishonest servants were turned away, and the lady wrote a letter to Ruth's mother, informing her of all that had happened.

9. It ought to be recorded, that Ruth was chiefly indebted for her love of truth, to her very excellent nurse. This good woman had taught her, from an infant, never to break her word; and as she grew older her mother was careful to teach her the virtue of fidelity.

10. "Be faithful, my child," she used to say, "to all your promises; not only to those you make to your fellow creatures, but especially to those which I hope you make to your Heavenly Father, morning and evening, when you tell him you will endeavor to be obedient to him."—Ruth continued with this lady till her death, which happened not long after; and as a reward for her fidelity, she left Ruth the principal part of a large fortune.

QUESTIONS.

What did Ruth soon discover among the servants? What did she hear one night? What did she do? What did the maid tell her? What did she say to the maid? What did she do in the morning? Did the servants deny it? Did the lady believe Ruth or the servants? What did she do with the dishonest servants? By whom was Ruth first taught the love of truth? How long did she live with the lady? What did the lady leave her when she died? Why did she do this?

LESSON XXIII.

MUSICAL MICE.

1. A gentleman of Norfolk, in Virginia, says,—“ On a rainy evening last winter, as I was alone in my chamber, I took up my flute and commenced playing a tune. In a few minutes my attention was directed to a mouse, that I saw creeping from his hole and advancing to the chair in which I was sitting.

2. I ceased playing, and it ran suddenly back to its hole. I began again shortly afterward, and was much surprised to see it return and take its old position. The appearance of the little animal was truly delightful; it crouched itself on the floor, shut its eyes, and appeared in an ecstasy.

3. I ceased playing, and it instantly disappeared again. This experiment I repeated frequently, with the same success, observing that it was always differently affected; as the music varied from the slow and plaintive to the brisk and lively. It finally went off, and all my arts to entice it to return were unavailing. Such frequent and powerful excitements probably caused its death.

4. A more remarkable instance of this fact appeared in one of the public journals, not long since. It was communicated by a gentleman who was a witness of the interesting scene:—As a few officers on board a British man of war, in the harbor of Plymouth, were seated round the fire, one of them began to play a very plaintive air on the violin.

5. He had performed but a few minutes, when a mouse, apparently frantic, made his appearance in the middle of the floor. The strange gestures of the little animal strongly excited the attention of the company, who with one consent, resolved to suffer it to continue its singular actions unmolested.

6. Its exertions now appeared to be greater every moment;—it shook its head, leaped about the floor, and

exhibited signs of the most ecstatic delight. It was observed, that in proportion as the tones of the instrument approached the soft and plaintive, the feelings of the animal appeared to be increased.

7. After performing actions which an animal so diminutive would seem, at first sight, to be incapable of performing, the little creature, to the astonishment of the delighted spectators, suddenly ceased to move, fell down and expired, without showing any signs of pain.

QUESTIONS.

When the gentleman was playing on his flute what did he see that excited his attention. When he stopped playing, what did the mouse do? Did he do this more than once? What became of him? Where did another remarkable instance of this kind happen? On what instrument was the officer playing? How did the mouse act? What became of him at last?

Now see if you can begin at one and add up as far as twelve, so as to tell me how many times a regular clock strikes in half a day? Thus:—1 and 2 are 3—and 4 are seven, and so on.

LESSON XXIV.

THE BOY SAVED FROM DROWNING.

1. Ralph Edward was an active and intelligent boy of eight years old. Habits of exercise had confirmed his health, and obedience to his mother, his only surviving parent, made him contented and happy. One Saturday afternoon, when, as usual, there was no school, he was walking on the banks of a river which beautified the scenery of his native place.

2. It was fine weather in summer, and he admired the sparkling waters and the verdure that clothed their margin. Presently he observed a large boy plunge in for the purpose of bathing. He wondered that he should

select a spot where the water was very deep, and also that he freed himself from no part of his clothing. Soon, he observed him to struggle as if in distress, and saw that he appeared to be sinking.

3. Ralph Edward was a good swimmer; and, throwing off his boots and his little jacket, he hastened to the relief of the stranger. He found the drowning boy nearly senseless; but, by great exertions, he gained the shore with him, though the boy was much larger than himself, and nearly twice his age. Ralph supported him against the bank, until he had thrown a quantity of water from his mouth, nose, and ears, and was able to thank his preserver.

4. He owned that he did not know how to swim, and promised not to venture again in so dangerous and deep waters until he had learned. After the boy had recovered and was in a place of safety, Ralph Edward returned home. His heart throbbed, and his head was giddy with the violent efforts he had made.

5. He went to his little bed and wept bitterly. His mother heard him mourning, and went to his room to inquire the cause of his grief. He told her he could not forget the pale and deathlike features of the half-drowned boy, when he gasped for breath on the shore. After he had become a little more calm, he related to her all the circumstances respecting the boy.

6. "My son," said his mother, "you have been in great danger, perhaps without knowing it. Did you ever hear how fatal is the grasp of drowning persons?"—"But, mother, what could I do?" said he, "I could not stand and see him drown, without making any effort to save him. If I had waited to call a man to help, he would have sunk to rise no more."

7. "Was he a friend of yours?" asked his mother. "I only know that he is a servant in some family not far distant. I have frequently seen him driving cows, but never spoke to him before to-day." "But how were you able to swim with, and support a boy so much larger than yourself?"

8. "Mother," said he, "I remembered what you

have often told me to do, when I had any difficult duty to perform, and I asked strength of our Father in heaven." Though his mother trembled at the risk he had run, she was, nevertheless, gratified to find him anxious to do good; and that he was mindful of that Great Being, who is ever ready to help those who call upon him.

9. As she was a judicious woman, she reflected with particular pleasure upon his humility. He did not come home boasting—"I have saved the life of a drowning person. He was twice as large and old as myself, yet could not swim; but I can swim as boldly as a man." No! there was nothing of this. He came home without even mentioning the circumstance, and went quietly to bed; and but for his agitation while thinking about it, it would hardly have been known, even to his mother.

QUESTIONS.

Where was Ralph Edward walking? What did he see? Was the water deep where the boy went in? Could he swim? What did Ralph do? Did he get him out? Was he very near drowning? Did Ralph go home and boast of what he had done? How did his mother know it? Was he acquainted with the boy whom he had saved? Was not Ralph then more deserving of praise, as he had endangered his own life for a stranger?

LESSON XXV.

THE CONSEQUENCES OF FALSEHOOD.

1. A gentleman, one day, walking in the streets of London, observed a smiling little girl sweeping a cross-street. Her good-humored countenance pleased him, and he threw her a sixpence. When he passed that way again he did not forget to look for the little girl, and as often as he saw her, he gave her a trifle, for which she always appeared to be very thankful.

2. One day, however, he missed her, and upon inquiring of an old woman, who sold cakes near by, what was become of her, he was informed that she was at home attending upon her mother who was dying. This good gentleman soon discovered where the mother lived, and hastened to her house with the hope of doing good, for he was a charitable and benevolent man.

3. As he entered a miserable dwelling, in which poor Fanny, for that was the name of the little girl, was crying bitterly, he was told by a person in the room that her mother had died that morning. He therefore tried to comfort the unhappy little orphan, and, as he found she had neither parents, nor brothers, nor sisters left, he told her he would take her home with him, and if she behaved well, he would be as kind to her as her father and mother had been.

4. Accordingly after her mother had been decently buried, he desired Fanny to follow him home; and when he arrived at his own house, he gave her into the care of his housekeeper, with a charge that she should be neatly dressed, fed, and instructed in everything that might make her a useful and good girl.

5. The housekeeper did not neglect any of these directions, and no doubt she would long have continued Fanny's friend, but unfortunately, although this little girl was very obliging and good-humored, she had been so much neglected in her infancy, that she was in reality a very deceitful and dishonest child.

6. There were many excuses for her, it is true, for she had been taught many artful tricks in order to gain a livelihood, and she had no idea that it was wicked to deceive; so that it appeared almost impossible to teach her to love truth, and to be afraid of saying what was not proper, so difficult is it to overcome bad habits when once they are formed.

7. The gentleman was so much engaged in his own employments that he had not time to discover Fanny's real character. He thought her very good-natured, and admired her pleasing manners: he was, therefore, both

surprised and grieved, when he heard from his housekeeper that she was not to be depended upon; and that to save herself from punishment, she would tell any number of falsehoods.

8. He pitied poor Fanny, for he knew how much her education had been neglected. He therefore wrote to his sister who lived in the country, and entreated her to take this unfortunate child under her care, and by proper advice and correction, to save her from complete ruin.

9. His sister consented, and Fanny soon after arrived at her house. At first she thought the country very dull, for she had been all her life accustomed to the noisy streets of a city, and she had no taste for green fields and purling brooks. She soon, however, became reconciled, especially after she had made acquaintance with a very amiable little girl, the eldest of a large family, who lived near.

10. Rachel, was the name of this new companion. She often met Fanny in her walks, and invited her to join her when she was going to play in the fields with her brothers and sisters. Rachel became so much attached to Fanny, that she was never so happy as when her mamma would allow her to visit her; and in a short time these two little girls might be seen almost constantly together, playing or walking, or with their baskets in their hands, rambling over the fields in search of wild flowers and roots for their gardens.

QUESTIONS.

What was Fanny doing when the gentleman first saw her? What made him take notice of her? What did he give her? Where was she when he missed her? Did he go to the house? What did he tell her? Did she go home with him? What did he tell the housekeeper? What fault did the housekeeper discover in her? Was she a candid and honest child? What did the gentleman do when he found what her habits were? How did Fanny like the country? What girl did she get acquainted with there? Did they become very intimate with each other?

If you buy a bushel of pears for a dollar, how much would half a peck be worth? How much three pecks? How much *one peck*?

LESSON XXVI.

THE SAME, *Continued.*

1. No two children could be happier than Rachel and Fanny; yet sometimes Rachel was sorry to remark, that if Fanny repeated anything to her, she would often say more than was exactly true. She could not think it possible, that any one would be so thoughtless as to tell falsehoods, merely from the love of talking; yet she perceived this to be the case with Fanny.

2. The fact was, she had been praised, when quite young, for the witty and droll speeches that she made; and she was not always careful that every word she uttered should be correct. Rachel's mother was often afraid that her children, while listening to Fanny's entertaining conversation, would forget that, however amusing it might be, if it had not the charm of truth, it was not worthy of being admired, and ought to be treated only with contempt.

3. "If Fanny does not adhere to truth," said she to her daughter, after Rachel had been making some observations to her about Fanny; "I advise you not to choose her for your friend, for you can place no dependence on a person who allows herself to say what is not true." "I should certainly be sorry," replied Rachel, "if Fanny and I were not friends, for I love her very much; and perhaps I am mistaken: I hope she does not say what is untrue." "I hope not," said her mother.

4. But alas! that very moment, Fanny was deceiving the good lady who had taken charge of her; for although she had been forbidden to leave the house, she had stolen out of the door leading into the garden, in order to join Rachel in a walk. For this she was corrected, and Rachel was not permitted, for a long time, to play with her again; not until her mother felt tolerably sure that Fanny was sorry for this fault, and had promised to avoid it in future.

5. After this, Rachel again joined Fanny in her walks, and again they formed many agreeable plans for their amusement, but she never found it possible to take the same pleasure as formerly in Fanny's society; she was constantly fearful that everything Fanny told her was not true: she could not depend on her word, and very often asked some other person, if that which Fanny had just been telling her, was true.

6. Rachel's brothers and sisters were all fond of Fanny's society, for she was merry and droll, and afforded them much amusement. One afternoon they were permitted to invite her to come and play in the garden with them. Just before the time arrived for Fanny to go home, one of the little boys observed her busily engaged in digging up something with a knife, out of the flower-beds; then he saw her wrap it up carefully in paper.

7. "What have you got there?" inquired he. "Only a weed," answered Fanny. "But why do you wrap a weed up in paper?" Fanny did not answer, but said it was time for her to go home, and away she ran. The little boy who had seen her steal the flower-root, for it was no weed, stood shocked and astonished, at her conduct. He could scarcely believe that she had been so dishonest as to steal a root out of another person's garden, and then try to deceive, by calling it a weed. He ran into the parlor, followed by his brothers and sisters, all eager to hear what he had to relate.

8. When their mother heard what had happened, she said: "what a pity it is that Fanny has never been taught, and has not good sense enough to become honest and upright! Poor child! she does not know how much wiser it is to gain the respect of her friends by truth and sincerity, than to possess anything, however we may wish to call it our own, by unjust means.

9. "I hope Fanny's example," said she, "will serve as a warning to you all, my dear children, and that you will carefully avoid falling into the same errors; and as for you, Rachel, you will never again choose a friend, merely because her manners please you, and she has a

smiling and good-humored countenance. You ought first to ascertain whether she be a sincere character, and fears to offend God by deceit of any kind ; for without these virtues you may be certain, that, although she may be an agreeable companion, she can never make a good friend."

10. The lady, who had so kindly consented to take charge of Fanny, finding that with all her attention, she was unable to subdue her bad habits, wrote to her brother, that it gave her great pain to inform him of her entire failure, in her attempts to reclaim Fanny from her errors; and requested that he would send for her without delay. Fanny was accordingly sent for immediately, and as the gentleman did not choose to have any person in his house, who was addicted to such practices, he had her bound out to service, with a farmer in the country, where she was obliged to work hard, and fare but indifferently.

QUESTIONS.

Did Rachel and Fanny appear to enjoy each other's company? What did Rachel think she discovered in Fanny? How came Fanny to get into the habit of saying what was not true? Of what was Rachel's mother afraid? What did she tell Rachel? What did Rachel say? What was Fanny doing at this very time? How did she deceive the lady? Did her mother permit Rachel to play with her again? Did she ever enjoy Fanny's company as well as before? Why? When Fanny came to play with Rachel, and her brothers and sisters, in the garden, what did she do? Who saw her? What did she say it was? May not a person be a good companion, and yet be unfit for a friend? What did the lady do respecting Fanny? What was done with her? Do you not think it is very dangerous for children to be in the habit of saying what is not true? Are not persons who tell lies, very apt to steal also? Would you like to play with girls or boys who tell lies and steal?

If you have three times as many little trees in your garden as Rachel, and Rachel has half as many as George, who has fourteen, how many have you?

LESSON XXVII.

THE HORSE.

1. The horse is one of the most noble as well as most useful animals living, and yet it is certain that no animal receives half as much cruel treatment as the horse. If children, when young, were taught to treat dumb animals with humanity, it is believed we should not have so many ferocious and cruel men, who seem to think they have a right to inflict what pain they please, upon every helpless animal that has the misfortune to fall into their merciless power.

2. A man's character may, in some measure, be known by his treatment of his horse. When you see a man abusing the poor animal whom the kind God of nature has given him for use, by beating him with the whip, or compelling him to draw loads far beyond his strength, you may know that man to be a bad man. Never shall such a man be entered on *my* list of friends.

3. I shall here present you with a very affecting narrative, which appears to be the biography of an unfortunate horse, written by himself.—“For offences of the most trifling nature, as well as for acts in which I am perfectly blameless, I have received the most unkind and savage treatment. When almost choked and melted on the dry, hot road, I have cast a wishful eye and ventured slightly to incline my drooping head toward some watering place, my barbarous master, instead of indulging me for one moment, has cracked his whip about my ears and compelled me to go forward, though ready to faint at every step.

4. It would have been cruel enough to refuse me this slight gratification, without inflicting blows and urging me forward with greater speed. When galled and rendered restless by any part of the harness improperly made or placed; when my flesh has been pierced and lacerated by the harsh application of the sharp, wiry teeth of the

currycomb, I have attempted to relieve the pain by any motion of my body; or when stung by insects, I have attempted their removal, blows and kicks and bruises were sure to follow.

5. If some unusual, sudden or terrific sound, or sight, has caused me to give an involuntary start; if icy, muddy banks or smooth rocks have caused me to slip; or when compelled to draw a heavy load upon an uneven pathway, I have occasionally stumbled, my master, without ascertaining, removing or even reflecting on the cause, would redouble his blows and abuse.

6. An awkward, furious rider once spurred me forward and then instantly curbing me by a violent pull on a heavy, double bit, the extreme pain of the spurs and the pressure on my lips forced me to rear; and as he continued to pull on the bit, he drew me still farther back until he lost his balance, and his whole weight drawing upon my head threw me, in spite of my efforts to save myself, backwards upon the ground.

7. Almost stunned, breathless and fainting as I was from the fright and pain of such a violent fall, my master thought I was not sufficiently punished for a fault entirely his own; therefore placing one foot upon the bridle near my mouth, thus holding me down, he stamped, beat, spurred, and lashed me with all the force his rage could exert. His own caprice and wanton abuse of power first caused me to bound, and his ignorance in not giving me my head while rearing, completed the catastrophe.

8. I was once left with another horse, from the same stable, at a smith's shop to be shod anew; for the natural defence of our feet is totally inadequate to the severe and constant employment to which we are subjected. My companion was a gentle, timid creature, and had, on former occasions, suffered much in the same shop, from the awkwardness of the smiths in driving the shoe-nails into the quick, and from other unfeeling conduct.

9. His head being turned towards the forge, the motion and noise of the bellows, the bright fire. the remem-

brance of former treatment, and the rough tone and manner of the smith so alarmed him, that, in shrinking from what he naturally thought a dangerous situation, he released his foot from the harsh gripe of the man, who then gave him repeated blows with his heavy hammer, uttering at the same time the most horrid imprecations.

10. This only served to increase the agitation and restlessness of the horse. The workmen seized and attempted to hold him by the ears with large pincers; but this absurd mode of quieting him being unsuccessful, they threw him, and tied him in a most painful attitude till the operation was finished. When we returned, our owner began to harness us, but as often as he attempted to draw the collar or the headstall over his ears, the horse, fearing a renewal of torture, strove to avoid it by rearing.

11. At last the man seizing a club struck him with such force on the forehead that he fell to the ground and expired. I could mention many other instances of horrid cruelty exercised towards my companions and acquaintances, but as I am now suffering the agonies of a painful beating which I have just received, I must defer it to another time."

QUESTIONS.

What useful animal is more cruelly treated than any other? How ought children to treat dumb animals? If they were taught to do this, what would be the consequence? How may a man's character be known in part? When you see a man abusing his horse, what ought you to think of him?

If your horse will travel six miles an hour, how far would he travel between 7 o'clock in the morning and half past four in the afternoon? How many hours would he be in going from Providence to Boston, it being 40 miles? From Providence to Hartford, it being 72 miles?

LESSON XXVIII.

CRUELTY TO ANIMALS DESERVES PUNISHMENT.

1. "What is the matter now, Charles?" said Mr. Vincent to his son; "why do you look so sorrowful?" "Because," replied Charles, "a boy who was going by has been beating Mungo, and made him cry; I am sure he has hurt him very much, and I do not like to have my dog hurt, do you, papa?" "Certainly not," said his father; "that must have been a very wicked boy. I have a great mind to run after him and punish him as he has deserved. All who wantonly beat animals, deserve to be beat in their turn, or to be punished as Joseph Mercer was."

2. "Pray tell me," said Charles, "why was he punished." "Because," answered his father, "he was very wicked; he delighted in tormenting all the animals that fell in his way. One day he harnessed his dog, Sancho,* to a little cart which he loaded with large stones: he called the dog his horse, and whipped him very cruelly, because he could not draw the cart. While he was thus displaying his inhumanity, his father came into the garden, and was quite shocked to see him behave so cruelly.

3. 'Joseph,' said he, 'I am really so much shocked at this act of cruelty towards your poor, affectionate dog, that I hardly know how to express my exceeding disapprobation. Think, if I were to tie you to a carriage, and as you would not be strong enough to draw it, I were to whip you as you have whipped your poor dog! However just this punishment might be, I have not the barbarity to do it; but do not suppose I shall pass over such an act of inhumanity without punishment. I shall endeavor to punish you as to make you reform your fault.

4. 'Now you know, Joseph,' said he, 'that I am go-

* Pronounced San-ko.

ing up to Richmond this afternoon by water, and that you and your sister were to go with me; but as you have been a bad boy, I insist that while we are gone, you shall be confined up stairs in your bed-room; and the task I shall set you is, that you reflect on your treatment of your poor little dog, till we come back. I wish you to consider well how cowardly, cruel and ungrateful, your conduct has been.'

5. Mr. Mercer then had Joseph taken up stairs, and shut up in his bed-room; he then, with Mrs.* Mercer and Eliza went into the boat, and a most delightful day they had. Eliza greatly admired the beauty of the country, all about the banks of the river in the neighborhood of Richmond; but there was nothing gave her more pleasure than the swans, so elegantly grand in all their motions on the water, with such long and graceful necks. She wished Joseph was with her; it was the only thing she wanted, to make her completely happy. She was, indeed, very sorry for his punishment, but still more sorry that he had deserved it.

6. As for Joseph himself, after a violent fit of crying from vexation, because his father would not let him go with him on the water, he began to think on what he had done; but here his heart reproached him for his cruelty to his favorite Sancho. O! said he, it was indeed cowardly, cruel and ungrateful to use my poor dog so ill, which it is my duty to protect, and not to injure. Well might my dear father bid me reflect on my conduct.

7. Thus Joseph *did* reflect on his conduct, and it was the most painful task he ever had; but it was at the same time the most useful, for he thereby became convinced how wrong he had acted; so that when his father came home he ran to him, acknowledged his fault, and obtained his forgiveness; and from that time he became kind-hearted and humane."

QUESTIONS.

What was the occasion of Charles Vincent's sorrow? What did his father tell him? How ought those boys to be used,

*Pronounced Mis-sis.

who wantonly beat dumb animals? What was the character of Charles Mercer? What did he do with his dog? How did his father punish him? What effect had this punishment upon him? Can you give any account of the sail to Richmond? With what was Eliza very much pleased?

If Joseph was shut up five hours, how many minutes would that be? Can you tell how many seconds? If the boat moved at the rate of six miles an hour how many minutes would it take them to go to Richmond, it being three miles?

LESSON XXIX.

HONEST OLD TRAY.

1. O! don't hurt the dog, poor honest old Tray;
What good will it do thee, to drive him away?

Kind usage is justly his right;
Remember how faithful he is to his charge,
And barks at the rogues when we set him at large,
And guards us by day and by night.

2. Though thou, by and by, will grow up to a man,
And Tray is a dog, let him grow as he can,
Remember, my good little lad,
A dog that is honest, and faithful and mild,
Is not only better than is a bad child,
But better than men who are bad.

3. If thou art a boy, and Tray is but a beast,
I think it should teach thee one lesson at least;
Thou ought to act better than he!
And if, without reason or judgment or sense,
Tray does as we bid him, and gives no offence,
How diligent Richard should be.

4. If I do but just whistle, as oft thou hast seen,
He seems to say, "Master what is it you mean?
My courage and duty are tried."

And see, when I throw my hat over the pale,
 He fetches it back, and comes wagging his tail,
 And lays it down close by my side.

5. Then honest old Tray, let him sleep at his ease,
 While you from him learn to endeavor to please,
 And obey me with spirit and joy:
 Or else we shall find (what would grieve me to say,)
 That Richard's no better than honest old Tray,
 And a brute has more sense than a boy.

ANN.

THE SAILOR.

1. Beneath an elm that to the sun
 Spreads its green arms with joy,
 They sit—the parents of their one,
 Their *only* darling boy.

To town, young Theodore had been,
 And earnestly, and fast,
 He tells the wonders he has seen,
 The danger he has passed.

2. One object chiefly, seized his brain,
 And dwells upon his mind;
 He tells it o'er and o'er again—
 It leaves all else behind.

“Had you but seen that ship!—how *tall*,
 How graceful and how fair!
 Her masts, her rigging, sails, and all
 Her streamers in the air.

Oh, how she cut the dark blue sea,
 That glittered in the sun!
 How blest a sailor's life must be!
 I wish that I were one.”

3. His mother's eye is filled with tears,
 Her cheek has lost its hue;
 His mother's heart is filled with fears,—
 "A sailor's life for you?—"

My son, thy father's lands are large;
 His fields are rich with grain;
 The thought is wild—regard my charge—
 Ne'er mention it again."

4. The boy was silenced; and he kept
 His thoughts concealed;—but ne'er
 Again those cherished fancies slept;
 They chased him everywhere.

* * * * *

Beneath the aged elm now sit
 The parents—— they alone;
 But he who frolicked under it
 In childhood,—he has gone!

5. For years they have not heard the sound
 Of that remembered voice,
 That used to make the hills around
 Re-echo and rejoice.

Unseen, unheard, the spring-birds pass
 Around them, as they sit—
 A footstep rustles in the grass—
 They give no heed to it.

6. But in his arms he holds them fast—
 'Tis he—'tis Theodore!
 Returned to bless their sight at last,
 And leave them never-more.

"A sailor's life is not for me:"
 Let others live to roam;
 Give me, again, the old elm tree,
 My parents and my home."

A. M. W.

THE BUTTERFLY.

1. The Butterfly, an idle thing,
Nor honey makes, nor yet can sing
Like to the bee and bird;
Nor does it, like the prudent ant
Lay up the grain for times of want,
A wise and cautious hoard.

2. My youth is but a summer's day,
Then like the bee and ant I'll lay
A store of learning by;
And though from flower to flower I rove,
My stock of wisdom I'll improve,
Nor be a butterfly.

LESSON XXX.

THE YOUNG BIRDS.

1. "See," said Arthur, to his sister Jane, as they were walking by the hedge, "see what a fine nest of birds I have found just under this bush." Jane was much delighted, when she beheld the nest, with two little birds nearly large enough to fly. They consulted for sometime on the best method of conveying the nest home and rearing the birds for their amusement.

2. Arthur said, he recollected there was a large cage in one of the garden buildings which he could soon repair, and they would put the little birds into it and feed them, and they would soon be able to hop about and sing. This being settled, they carefully removed the nest, and Arthur placed it in his hat, that he might carry them the more safely.

3. When they reached home, the cage was procured, and soon prepared for the reception of the nest. They *agreed, not to acquaint* their mother with what they had

done, until the birds had grown large enough to sing, in order that they might surprise her the more. They therefore determined to keep the cage hanging in Jane's chamber, and many times during the day they went to the room to see their pretty birds, and to carry them food.

4. They soon nearly filled the nest with crumbs and seeds, and such things as they supposed the young birds would eat, and placed a little dish of water beside the nest, supposing they would reach over and drink it when they were thirsty. These children did not yet know, that the parents of young birds feed and nourish them in a very different manner.

5. The next day after they had taken the nest, when they went to examine their birds, they found they had not eaten any of the food they had given them, and that they lay very still in the nest. Jane thought they were asleep, but Arthur began to feel alarmed lest they were not treating them as they ought, and that the birds might die. They therefore resolved to ask their mother, the best way of treating young birds; but in such a way as not to let her into the secret.

6. "Mother," said Arthur, "if any one were to take a nest of young birds by mistake, when the old birds were away, could they not rear them, and teach them to be happy in a cage?" "I fear not," replied his mother, "I hope you will never try such a plan; but if you were so hard-hearted, you would soon see how useless all your care would be, for death would quickly rob you of your prize."

7. Arthur's eyes filled with tears; he felt he was not hard-hearted, though he had done what his mother thought so cruel. Jane knew that her brother's temper was kind and gentle, that he would not harm even an insect, and it grieved her to see his feelings thus hurt. She took his hand, and begged he would not reproach himself for what he had done; "for," said she, "we are all certain that you never did a cruel act in your life. Let us tell mother the whole story, and though we have acted wrong, she will find we did not mean to do so."

8. Arthur thought his sister was quite right, and he did not lose a moment in telling the grand secret which he so lately wished to conceal. His mother heard all he had to say, without interrupting him; but when he had ended, she addressed him in the following words:

9. "I can believe, my dear boy, that you did not mean to do an unkind act, and that when you took the little captives in their warm nest, you only thought of the pleasure it would give your sister, and that you both would be very careful to preserve them from harm. But I am surprised you did not reflect upon the pain your conduct would cause the old birds, who had only left them to seek food.

10. "Just think what I should have felt, if some cruel person had stolen you and Jane from me, when you were infants in the cradle, while I was absent preparing food for your supper! Perhaps you will say that birds cannot feel the loss of their little ones so much as I should have felt it, because they have no reason; but you must remember, they have a very strong instinctive affection toward their young; and did you know what pains they take to procure them food, and how closely they watch them in case of danger, you would not think they needed *sense*, to make them more wretched for their loss.

11. "I should have been very sorry to see the poor mother of those little birds, when she came back and found her children stolen; besides, from what you tell me, they are too feeble to live without a parent's care, so that you will only see them die, and not be able to do anything to save them."

12. Arthur turned pale: such a sad thing had never come into his thoughts; but Jane cried out, "indeed mamma, they will not die, for I saw them just now fast asleep, lying close to each other, and I dare say, when they awake, they will eat some of the sugar we have given them." "I wish you may find it so," said her mother, "but I fear you will be disappointed." Arthur thought as his mother did, and asked her if he should run and bring the cage.

13. As soon as his mother had given her consent he ran off, and presently appeared with the cage which he placed upon the table. His mother had no sooner looked at them than she told him at once they were dead. Jane could hardly believe the truth, and she looked again and again upon their lifeless forms before she could think they were really dead; but the case was too plain to be long doubted.

14. Pity for their fate and sorrow for having been the cause of their death, caused the tears to flow plentifully from the eyes of both the children, and they sincerely wished the poor little victims had never been removed from their first home; they therefore resolved never again to deprive birds either of their eggs or their young, and this resolution they firmly kept.

QUESTIONS.

What did Arthur and Jane find in the hedge? What did they do with it? Why did they not tell their mother what they had done? How did they give the little birds food? Did they eat it? What did Jane think was the reason they did not eat? How came they to tell their mother at last? What did she tell them about the birds? What became of them? Were Arthur and Jane sorry for what they had done? What resolution did they come to? Did they keep it?

LESSON XXXI.

THE BIRD'S NEST.

1. Now the sun rises bright and soars high in the air;
The trees smile around us in green;
The sweet little birds to the meadows repair,
And pick up the moss and lamb's wool and hair,
To make their nests soft, warm and clean.

High up in some tree, far away from the town,
Where they think wicked boys cannot creep,

They build it with twigs and they line it with down,
And lay their neat eggs speckled over with brown,
And sit till the little ones peep.

2. Then come, little boy, let us go to the wood,
And climb up the very tall tree;
And while the old birds are gone out to get food,
We 'll take down the nest and the cheruping brood,
And divide them between thee and me.

But ah! don't you think 't would be cruel and bad,
To take the poor nestlings away?
And after the toil and trouble they 've had,
When they think themselves safe and are singing so glad,
To spoil all their work for our play?

3. Suppose that some monster, a dozen yards high,
Should stalk up at night to your bed,
And out of the window along with you fly,
And stop not to bid your dear parents good-by,
Nor care for a word that you said;

And take you away not a creature knows where,
And fasten you down with a chain;
And feed you with victuals you never could bear,
And hardly allow you to breath the fresh air,
Or ever to come back again!

4. Oh! how would you cry for your dearest mamma,
And long to her bosom to run!
And beat your poor head at your hard prison bar,
And hate the vile monster that took you so far,
For nothing at all but his fun.

Then say, little boy, shall we climb the tall tree?—
Ah! no—but this lesson we 'll learn,
That 't would just as cruel and terrible be
As if a great monster should take away thee,
Not ever again to return.

5. Then sleep little innocents, sleep in your nest,
 We mean not to take you away:
 And when the next summer shall wear her green vest,
 And the woods in a robe of rich foliage be drest,
 Your songs shall our kindness repay.—

When the spring shall return, to the woodland we'll hie,
 And sit by yon very tall tree;
 And rejoice, as we hear your sweet carols on high,
 With silken wings waving beneath the blue sky,
 That we left you to sing and be free.

A. T.

LESSON XXXII.

THE PANTHER HUNT.

1. On the banks of the beautiful Susquehanna lived, some years ago, an individual whose life seemed to have been devoted to the woods and the stream. He had grown old in the forest, but like the aged and knotty oak, a vestige still remained of his antiquity and hardihood. When I saw him first, he reminded me of a dilapidated and deserted fortress, decaying, but still strong. I courted his acquaintance, and many is the time that I have warmed myself, during the dreary winter months, at the bright fire the industry of the aged man had kindled.

2. I loved this old man, but that love could not have originated in pity for his misfortunes—no, he was happy as the spring birds; the only regret he ever expressed, was, that the "*clearings*" around had driven away the game. He was himself the pioneer of the forest, and civilization had deprived him of half of its charms; yet he would tell over the tales of his eventful life, and weep and laugh as he recounted them.

3. "Oh," said he once to me, "I have seen the foot-prints of the Indian and the panther, where now the fields

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are white with the harvest; they have both passed away with the wilderness, and my own gray head will soon lie down in the dust.—I must not murmur—yet I shall be the last who has witnessed Nature on this spot, in her simple and solitary grandeur, but if I could once again exhibit a panther skin as the trophy of my age, I could forget even that.”

4. There was something so pathetic in the manner this was uttered—something so melancholy in the idea, that it was in vain I attempted a reply; it was an all-absorbing thought, and I gave the wings of fancy to the reflection—it might have been prophetic of the old man’s end, for, on the next day the villagers were aroused by a report that a panther had been seen in the neighborhood.

5. His eyes brightened at the intelligence—he seemed to have shaken off his years, and I shall never forget the firmness of his step as he shouldered his rifle with the hope of gaining the trophy he desired. “I’ll find the creature,” said he, “I can go to the spot, and if an old man’s eyes do not fail him, I shall have an easy task—but there’s no knowing what may take place, they are dangerous animals.” I wished him success, and he departed, accompanied only by his dog.

6. The day was fast waning away, and the shade of surrounding trees enveloped the watchful hunter as he paced the margin of an almost inaccessible ravine, eager to discover his prey;—but the panther appeared not, and he began to fear he was doomed to watch in vain. At length he leaned his rifle against a tree, and commenced partaking a scanty repast he had provided. All was still around him—his dog lay quietly by his rifle—a few yards beyond him the clear and sparkling waters of the West Branch might be seen meandering in loveliness beneath a craggy bank or precipice, lifting itself toward the skies more than a hundred feet.

7. Thitherward the hunter strayed, looking upon the stream and the valley below crimsoned with the rays of the setting sun, while thoughts of other days chased one another across his brain as summer clouds cast their

glickering shadows over a harvest field. He was aroused from his lethargy by a rustling in the shrubbery near him, and turning, he beheld a panther cross his path. He shuddered, for his rifle still leaned against the tree where he had left it, and the panther was between him and that tree. "Oh God!" he cried, "be thou merciful to me."

8. The animal seemed to have observed him, and, springing to a tree, with a growl now surveyed the horror stricken hunter, while its fierce and fiery gaze made him recoil to the very brink of the precipice. He cast his eyes over the abyss—there was no retreat—death stared him in the face on either side, and he gave himself up to the hopelessness of despair.

9. Yet there might be hope: he held his knife open in one hand, whilst, unconscious of what he did, he firmly grasped a sapling in the other; his dog, however, instead of relieving his fears, only excited them, irritating his foe by an angry bark, as it lay crouched upon the limb like a cat ready to spring upon her prey, but still that spring was delayed, as if it felt conscious that its prey was sure, and a pleasure in holding its victim in terrific suspense.

10. At length, ripping up the bark, with a ferocious and quick growl, it drew its recumbent length together, then suddenly expanding itself, sprang through the air towards its victim. The hunter, who had eagerly watched its motions, with a shriek of horror sprang aside, but fortunately held to the sapling with an almost convulsive grasp.

11. The sharp claws of the animal fixed in his clothing and seemed nigh to have carried him headlong with it over the dread abyss—for a moment it seemed that the panther would recover its footing, but with an intuitive presence of mind the old man with his knife ripped asunder his clothing, and it fell from crag to crag marking the sharp projection of the rocks with its blood, till the welcome sound of its fall to the earth struck on his ears, as joyfully as the sounds of liberty to a captive.

12. He rushed forward to his rifle, fearful perhaps,

that life was not yet extinct in his enemy. Soon, however, the contents of his piece was lodged in the head of his foe, while a prayer went up to heaven from his lips in gratitude for his preservation. The hunter exhibited his trophy, but the terror and toil had been too great—his age could not endure it, and his remains now rest in the earth near the scene of his terrific achievements.

QUESTIONS.

Where did the old hunter live? What report aroused the villagers? Did the old hunter think he could find the panther?—Did he find him? Where was the panther? Why did he not shoot him while in the tree? Did the panther spring upon him? How did the hunter escape? Was the panther killed by the fall? What effect had this upon the old hunter? Did he live long, after this?

If the hunter was eighty years old, how many Calendar months had he numbered? If he had killed 20 panthers, 30 bears, 40 deer and 50 beavers; how many in all had he killed? How many more beavers than panthers?—than bears?—than deer?

LESSON XXXIII.

THE BLIND PIPER AND HIS SISTER.

1. It was towards the close of a delightful day, in the middle of September, that Emma and her father reached a little hamlet, situated in a pleasant valley, near the skirts of a forest. The inhabitants of the hamlet were still engaged in the labors of the vineyard; and Emma and her father, tempted by the beauty of the surrounding scenery, and the coolness of the evening, left the carriage and strolled onwards through the valley, till the sound of many voices, mingling with the sprightly notes of a pipe and tabor, attracted the notice of Emma.

2. "Ah!" said she, turning to her father with a lively air, "do you not hear music? there are villagers dancing beneath the shade of those trees: let us go nearer and

observe them. Her father consented, and they directed their steps towards the spot, where the young people were dancing, and seated themselves on a vacant bench, beneath a neighboring tree. The peasants welcomed the strangers with every mark of hospitality, and supplied them with such refreshments as their humble station afforded, such as new milk, cakes, and bunches of the finest grapes, fresh gathered.

3. They informed them it was the birth-day of one of the elders of the village, and that it was customary among them to give a little fete on such occasions. The village girls were all dressed in white linen gowns, tied with colored ribbons, and their heads were adorned with chaplets of flowers. Emma was delighted with all she saw, and almost wished she had been born a peasant girl, that she might have shared in the lively scene before her. When the young people were tired of dancing, they ranged themselves in groups, on the grass, and sang several vintage songs and choruses.

4. When the singing was concluded, and the party about to separate, Emma said to her father, "will you permit me to bestow a small sum of money on these good girls, in return for the pleasure they have afforded us, this evening?" Her father consented, and added something on his own account, to her donation. "Accept this trifle from my father and myself," said Emma, advancing towards the group; "it will buy ribbons for your next holyday."

5. Claudine, one of the village girls, courtsied respectfully, and thanked Emma for her kindness, but declined her gift, saying, "Our parents would be displeased with us, were we to accept your bounty, because we are in no want of anything; but," added she, "perhaps it might be acceptable to Mary and her blind brother;" and she directed Emma's attention towards a pale sickly-looking youth, who, with his sister, had performed the part of musicians for the dance.

6. The patient look of the poor youth, as he sat on the grass, leaning his head against the shoulder of his

sister; and the expression of tender anxiety that appeared in the eyes of the youthful Mary, as she turned them, from time to time, on the pale face of her blind brother, excited great interest in Emma; and she continued to regard them, for a few minutes, in thoughtful silence; then, turning to Claudine, she asked her who they were, and where they lived. "They are two poor orphans, who live with their old grandsire, in a little cabin at the entrance of the forest," replied Claudine. "It is nearly eight years since they first came to our village. The hamlet in which they formerly lived, was entirely consumed by a fire, which broke out in the dead of night, and old Clement, with his wife and widowed daughter, and her two children, were rendered destitute and homeless.

7. "They, with many others who had suffered by the same unfortunate circumstance, came to our village, to seek shelter from the inclemency of the season, for it was just after the Christmas feast that the fire happened. I remember," continued Claudine, "standing at our cottage door, and weeping to see the distress of these poor people. Mary was then only a little girl of six years of age, and Philip a year or two older. My father who is one of the head men in our village, caused a subscription to be raised, to provide a few necessaries for them; and they likewise built a little cottage on a waste bit of ground near the entrance of the forest, in which they placed old Clement and his family; and he has followed the occupation of a woodcutter from that time until this very day.

8. "But, poor man, he has had many trials: First, his wife died; and then he lost his daughter, who fell ill with a bad fever and died in the course of a few days. She sent for my mother, whom she loved much, to be with her in her illness. I have heard my mother say, it was a sad sight to see the grief of the poor old man, and that of the two children; they were just old enough to feel her loss. Not long after this, Philip caught the small-pox, and had it so badly that it deprived him of his sight, and left him pale and sickly, as you now see him.

9. "Old Clement was quite inconsolable, for a long time after this fresh calamity had fallen upon them; but Philip bears his sufferings so patiently, and Mary is so dutiful, and takes so much care of her blind brother, that he no longer feels his misfortunes as keenly as he used to do. As to Mary, she is beloved by all who know her; she is the kindest of sisters, and the most dutiful of children; her cottage is a pattern of neatness: she does all the work of the house herself; she milks the cow, sews for the family, and finds time to assist in the cultivation of their little garden.

10. "Philip is not idle, for he has learned to weave baskets, which he sells at the season of the vintage. But his chief delight consists in playing on his pipe; and Mary, to please her brother, has learned to accompany him with the tamborine; they are always pleased to perform the part of musicians to us, when we dance of an evening, and we, in return for this service, make them a little present of white bread, new cheese, cakes, or fruit; just what we think may prove most acceptable to them."

11. Emma thanked Claudine for her interesting narrative, and when it was concluded, she approached the spot where Mary and her brother were sitting, and placed in her hand the money which Claudine and her companions had declined taking. It was with some difficulty that Emma prevailed on the gentle Mary to accept her bounty. "Take it, my good girl," said she, "as a small reward for your kindness in attending on your old grandsire and your poor blind brother, which must often be a great trouble to you."

12. "Ah! my good young lady," replied Mary, turning her eyes filled with tears, on the face of her brother, as she spoke, "I should indeed be a most unworthy girl, did I consider any little service done for him as a trouble for he was the kindest brother to me: had it been my lot to be blind, instead of him, he would have done for me all that I now do for him; and were I to neglect him, he would feel his misfortune more severely than he now

does. He first directed my infant steps, and taught me how to walk: and Philip shall never want a guide to direct him, while Mary is living," added the affectionate sister, pressing the hand of her blind brother tenderly as she spoke.

QUESTIONS.

What attracted the attention of Emma and her father? Did they stop? How were they received by the villagers? What were the young girls doing? To whom was Emma directed to give the money? Who were these children? What was the matter with Philip? Was his sister kind to him? How did these children treat their grandfather?

If there were twenty girls present, and half of them were two years older and the other half one year younger than you, what was the sum of the ages of the oldest girls? What of the youngest? What of both?

LESSON XXXIV.

THE SAME, *Continued.*

1. Emma was sensibly affected by the amiable conduct of this peasant girl, towards her brother. Mary is far more worthy than I am, sighed she, as she slowly returned towards the spot where she had left her father. During their walk back towards the hamlet, Emma talked of no one but Mary and her blind brother.—“I am sure I should be much happier and better, were Mary always near me,” said she. “I should like to have her for my waiting maid, and then I should, in time, become as good and careful as she is.”

2. When Emma formed this wish, it was a very selfish one, and she forgot the sorrow such an arrangement would occasion to old Clement, and his blind grandson, were she to take from them the comfort of their lives. Her father agreed to this proposal; and the next morning, Emma rose early, that they might reach the cottage be-

fore Mary was gone out to work in the vineyards, or in the forest; but her father was indisposed, and did not rise till near dinner-time.

3. Unused to bear the slightest disappointment, Emma was out of spirits the whole morning; she forgot the resolutions she had made the evening before, and was inattentive to her father, and hardly refrained from giving vent to her discontented feelings. Towards evening, her father yielding to her entreaties, agreed to accompany her, on horseback, to the cottage. Not far from the door, they overtook Mary with a basket on her arm; she had been to the hamlet to buy bread for supper.

4. Emma now told Mary, that, if she would come and live with her, she should want for nothing. Mary thanked her, but said, she would not on any account, leave her grandsire, nor yet her brother. "They have no one but myself to work for them, and my poor brother would break his heart, were I to leave him to the care of strangers. Besides," added she, with a more lively air, "if I work for them, they repay me by the warmest affections. Enter our little cottage, and judge whether I could be more comfortable were I to exchange it for a palace."

5. The cottage, though small, was convenient, and though the furniture was of the humblest description, everything spoke much for the industry of its young mistress. Old Clement was just returned from cutting wood, in the forest. He welcomed the strangers with much hospitality, and pressed them to partake of the homely meal which Mary had prepared. The invitation was not rejected by Emma and her father, and Mary placed before her guests new milk, fresh butter, brown bread, some honey-comb, and ripe grapes fresh gathered from the vine that covered the front part of the cottage.

6. "See!" said the old man, turning to his guests, "this is our daily food: what can be more wholesome? Labor gives us an appetite to relish it, and we are grateful to God, who has blessed us with health, and the means of providing it from day to day." During their visit at the

cottage, Emma could not help observing how kind and attentive Mary was to her old grandsire. A look was sufficient to bring her to his side; it appeared to be her whole study to wait upon him, and prevent his wishes; and Emma began to perceive how cruel it would have been to deprive the poor old man of such a good girl.

7. On her way back to the hamlet, Emma began thinking how different Mary's conduct was from her own:—Mary's sole pleasure consisted in contributing to the happiness of others, while she had hitherto studied only her own. I will endeavor, for the future, to correct in myself all selfish feelings, and be to my father, all that Mary is to her's, said Emma, to herself; and it was not long before she had an opportunity of proving the sincerity of her resolutions.

8. One beautiful evening, Emma and her father walked out with the intention of paying a visit to the old woodman and his grandchildren, but on their approach to the cottage, they found it empty, its inhabitants not having returned from their labor in the fields. Emma proposed rambling a little further, and they strolled carelessly onward, till they reached the entrance of the forest. "It is not dark, yet," said Emma, casting a wishful glance among the trees before her. "See," added she, looking back towards the west, "the sun is only now sinking behind those hills; let us walk a little way into this beautiful wood, and enjoy the refreshing coolness of the shade."

9. Her indulgent father yielded to her wishes, and they proceeded onward for sometime, till the increasing gloom warned them of the lateness of the hour; and they reluctantly turned their steps homewards, but had not proceeded many paces, when a shrill whistle made them quicken their steps, and the next minute, two robbers sprung upon them, from among the underwood, where they had been concealed. Emma screamed loudly for help, while her father endeavored to defend himself from the attack of the ruffians; unfortunately, he received a wound in the arm, which quite disabled him; and footsteps sounding near, the robbers fled.

10. Emma now supported the drooping head of her father, while her tears flowed fast. Her lamentations reached the ears of Mary, who chanced to be crossing the forest, in search of the cow, which had strayed away, and she hastened towards the spot where Emma sat weeping by her father. A few words were sufficient to explain to Mary what had happened, and with a presence of mind, of which fear had deprived Emma, Mary took the handkerchief from her own neck, and bound up the bleeding arm, assuring Emma that her father had only fainted through loss of blood, but that with proper assistance, he would soon recover; then bidding her make herself easy till her return, she disappeared.

11. Emma counted the moments of her absence with the greatest anxiety; the shades of evening were closing darkly round them, and her young heart was filled with mingled sensations of grief and terror. Her uneasiness was, at length, dispelled by the return of her young friend, accompanied by several peasants, bearing a sort of litter, on which they placed her father, and, directed by Mary, conveyed him to the cottage, and laid him on old Clement's bed. The surgeon of the village soon arrived, for careful Mary had despatched a messenger to him, and administered a restorative cordial which had the desired effect; for, in a few minutes, Emma had the satisfaction of seeing her father once more open his eyes, and heard him in a feeble voice pronounce her name. Full of joy, she flew to him, and throwing her arms round his neck, wept for some time.

12. "Ah! dearest father," said she, "I thought you never would have looked up or spoken to me again." The surgeon assured Emma that her father's wound was not dangerous, but that he required good nursing, and to be kept very quiet; he then applied the necessary bandages to his arm and departed, promising to call on the following day. The kind Mary entreated Emma to lie down, on her little bed, for a few hours, while she watched by the bed of the invalid. "I am stronger than you, and better able to bear fatigue," said she. But Emma,

though much fatigued, would on no account be persuaded to leave her father.

13. "You have convinced me, my good Mary," said she, taking the hand of her young friend as she spoke, "that there is no one so fitting to attend on a parent in time of sickness, as a child. I have no right to leave another to perform my duty." "At least," said Mary, "permit me to be your assistant." This request Emma did not refuse; and under the care of these two amiable girls, aided by the skill of the good surgeon, the patient was soon out of danger, though his recovery was but slow. Since Emma had become an inmate of the cottage, a great change had taken place in her conduct, for the better. No longer inattentive or neglectful, she seemed to take pleasure in attending on her father, and performing for him all those little services which are so pleasing to the sick.

14. Emma had never been so happy in her life before, and her time passed swiftly away; nor did she ever find it hang so heavy on her hands, as it had done formerly. Emma's father daily improved in health, and he began to talk of returning home. Emma could not hear her father's proposal of leaving the cottage where she had been so truly happy, without feelings of regret; but she knew it was her duty to submit, without murmuring. A few days previous to that which was fixed upon for their departure, her father requested old Clement and his grandchildren to go with him to the hamlet, and give their opinion of a little estate he had bought.

15. He then led the way to a neat little dwelling, surrounded by orchards and cornfields. Old Clement congratulated him on his purchase, assuring him it was the most fruitful spot in the whole district. "I am glad to hear so good a character of it," said Emma's father; "I did not purchase it for myself, but for you and your amiable grand-children;—take it, and may you live many years to enjoy it." It is needless to describe the grateful transports of the astonished family; they called down a thousand blessings on the head of their generous bene-

factor and his daughter; and Emma and her father felt truly happy in witnessing the surprise and delight of their humble, but worthy friends.

QUESTIONS.

What did Emma think of little Mary? What did she wish? Was Mary willing to leave her grandfather and live with Emma? What effect had this visit to the cottage on Emma? What happened to Emma's father? Where was he carried? Was he dangerously wounded? How did Emma conduct towards her father? What request did her father make to the cottagers? What did he tell them? Were they very thankful for the gift?

If the gentleman gave one hundred guineas for the estate; how many dollars and cents would that be, supposing every guinea to be twenty-eight shillings, and a dollar six shillings?

LESSON XXXV.

GRAPE ISLAND.

1. It was a holyday in Autumn. My father had long promised to my brother Charles and myself, the privilege of going to gather wild grapes, which grew in great abundance on the banks of a small river, three miles from his house, and were declared free for all. We had invited two of our school-fellows, Frank and George Hearty to accompany us. I remember our rising at daylight in the morning, and after calling for our companions, trudging off over the meadows and intervals, with our baskets and school-satchels, full of anticipations of pleasure in scrambling about among the rocks and gathering the clusters of grapes.

2. About sunrise we arrived at a small mill, where we were to inquire our way. The miller told us that further down the river we should find the grapes. Accordingly we followed the winding of the stream, which brawled along over a dark rocky bed, and had high precipitous

banks covered with trees and all sorts of underwood, so closely interwoven as to render an ascent to the fields above exceedingly difficult. We were obliged to keep close to the water's edge, and often to jump from rock to rock, or crawl along upon some stranded log, where the hemlock threw its dark spreading branches over us, or a mass of brambles hung from a bank and guarded the shore.

3. At last we came to a place where the high banks bore away on each side, and left a broad interval between them and the river, scattered over with beautiful elms and covered with wild grape vines. An exclamation of pleasure burst from us at the singular beauty of the spot, and we began with alacrity to make our arrangements for the labor, or rather the pastime of the day. It was proposed to deposit our baskets and satchels in some safe nook, and then to go off in search of the best places for filling them. Charles proposed to go over to a little wooded island which we saw in the middle of the river, and make that our headquarters.

4. This we easily accomplished, by jumping from one rock to another and wading a rod or two; and when we arrived at the island we found ourselves amply repaid for our trouble. It was a charming place. The vines ran round the edge of it, supported by small trees, and formed a complete fence with only a narrow entrance. Within this, there was a sort of wild labyrinth, formed also by the grape vines, which ran irregularly from tree to shrub, and from shrub to rock, in many places furnishing a thick roof of "green and stirring branches;" while the whole was carpeted with short grass, and bright colored autumn leaves.

5. As we found abundance of grapes here, we determined to spend the day on the spot, and accordingly, depositing our luggage in one of the many little arbors about the island, at the entrance of which Frank Hearty hung up his handkerchief that we might not miss it, we began to address ourselves with great activity to the main business of the day. And right merrily did we go about it.

We dispersed, but did not go far before each was calling out to the others to come and join him. "Here! Charles! Fred! George," would Frank bawl out, every ten minutes; "come here! I have found the best spot in all the island. Great, plump, purple clusters, and so thick." "Oh come here Frank!" Charles would answer, "you can get them here, in great bunches, white and purple."

6. "Here my boys!" called out George Hearty from a high branch of an elm tree, to which he had contrived to climb at the expense of all the buttons on his waistcoat and half a ruffle, "come up here my brave fellows, if you want to gather grapes in style. What signifies standing on the ground and pulling them off by the bushel. There is no fun in that. Besides, they are not half so sweet as these which hang high." "You had better come down George," said Frank, "or you won't be able to fill your basket." "Oh there is time enough for that. I want to see the country; you don't know what a charming prospect there is up here."

7 "I can see clear up to the mill, where we were an hour ago, and down the river to the place where it grows so wide and deep. There is a boat anchored off the shore, and a man sitting in the stern, fishing. I wish I had my pocket glass here, so that I might see whether he has caught any fish. Then there is a white house half buried up in apple trees, a little way from the river side, and some ladies walking on the banks; and a little spaniel running after them; there he goes plump into the water! and here comes a great flock of wild pigeons, from the pine woods yonder; there they go! I wish I had my fowling piece here! I would stop some of you, my saucy fellows, whizzing over one's head as if there were no such things as powder and shot in the world."

8. "George! George!" cried Frank, "you had better come down. You forget that you came after grapes. How will you feel this evening, when you get home, and cousin Fanny laughs at you for bringing home an empty basket." "Oh! the grapes are so thick that I can

fill my basket in a little while. I want to have some sport before I begin my day's work." "I think the sport comes better after the labor," replied his brother. When George had become tired of his elevation upon the tree, he came down, and began to gather grapes.

9. He was in so much hurry, however, at whatever he considered labor, that he never performed it well, and on the present occasion, mixed leaves and sticks among his grapes, and crowded them carelessly into the basket. He had collected but a few clusters, before he saw a squirrel scampering over the dried leaves, and making for the nearest tree. He instantly set up a loud shout, and abandoning his employment, ran after him, calling upon the rest of us to join in the pursuit. "Let the squirrel alone George," said Frank, "we can't catch him. He is a great deal too nimble for us."

10. "But I can knock him off the branch where he sits, with a stone, and then I can catch him." We all exclaimed against this, for it was but a little striped squirrel, which would be good for nothing when dead, and hitting him with a stone would be almost sure to kill him. With some difficulty we prevailed on George not to molest him, but to content himself with watching his graceful attitudes and quick motions on the tree; and in this amusement he spent the rest of the morning. At noon, we seated ourselves in one of the little arbors, and opening the store of ham, cakes and tarts, which our careful mothers had put up for us the night before, we made a most sumptuous meal of them. Our dessert hung within reach from the vines.

QUESTIONS.

At what time did the boys set out on their excursion? Did they find the place readily? Where did Charles propose going? How did they reach the island? Did they find plenty of grapes on the island? Did they all work busily in gathering grapes? Do you remember anything about the squirrel?

If George spent two hours on the tree, and one hour and *an* half in chasing and watching the squirrel, how many min-

utes did he waste? If he could pick a peck of grapes in thirty minutes, how many bushels might he have picked in that time?

· LESSON XXXVI.

GRAPE ISLAND.—*Continued.*

1. We had nearly filled our baskets and satchels. After dinner we resumed our employment, with great diligence, all except George, who sat on the grass an hour, and amused himself with throwing grapes at the birds as they came and perched near him. At last the frequent admonitions of his brother induced him to return to his work. He would not stay in our neighborhood, however, but took his basket and went outside of the border of vines that ran round the edge of the island, and stood upon the rocks to pick the finest bunches; and he told us that his grapes would be much better than ours because they grew more in the sun.

2. He had not been there long before he set down his basket, and mounted a high rock to watch the flight of an eagle which was soaring above the island. He called to us to join him, and as our baskets were now filled, we had no objections to spending a few moments in admiring the majestic movements of this noble bird. The eagle soon perched on a high dead limb of a gigantic oak, which projected from a lofty bank, and commanded a view of the whole country for some miles up and down the river. Fortunately this tree was near enough to afford us opportunity for observing his figure, uniting strength and beauty, his dark wings, and what we thought most curious of all, his perfectly white head, which procures him the name of the Bald Eagle.

3. Presently a hawk came slowly flying from the neighboring woods directly over the river,

and then he sailed through the air in broad sweeping curves, up the river, towards the place where we were standing half concealed by the bushes. When he had got nearly opposite to us, he suddenly suspended his flight in the air, and in an instant down he went into the water, his wings splashing as he dived. Directly he came up again, fluttering, screaming, and struggling with a fish which he held in his claws. As he rose in the air, we observed the eagle launching away from his perch, and pursuing the hawk, who, observing him, increased the speed of his flight, and seemed to exert his utmost power to escape with his prey.

4. But it was in vain. The eagle gained upon him fast; and just before his enemy reached him, the hawk let fall his fish, which the eagle succeeded in catching before it reached the water, and bore off in sullen triumph to the neighboring forest. I need not say how much we were all delighted with this spectacle. George declared it was a splendid achievement of the eagle; but my brother Charles opposed this opinion. He thought the eagle was no better than a highway robber, who was determined to live by forcing honest fish-hawks to give up their lawful prey.

5. Frank Hearty said that he did not think there was much difference in the characters of the two birds; nor could he perceive why the eagle had not as good a right to take the fish from the hawk, as the hawk had to take it from its native element. By the time we had finished this discussion, the sun was drawing towards the western horizon, and a dark cloud was rising to meet it. This was rather an ominous appearance, and made us think of returning. But George had not half filled his basket. "I told you so," said his brother, "and I knew how it would be.

6. "It is the same with everything you undertake. Lessons, drawings, your garden, your room, everything suffers from your negligence, and your running from one thing to another so thoughtlessly." "I don't care," said George, "I have had more sport than any of you; and

you know we only came for amusement. What signifies working so diligently, even when we are at our play." "I know we came here for amusement," replied Frank, "but we said that we would bring home a plenty of grapes for our sisters and cousins; and when I undertake to do a thing I like to finish it. However, I will give you part of my grapes; for there is no time to waste now. We can't stop to gather any more. See how fast that black cloud is rising there. We shall have a shower before we are half way home."

7. "I thank you Frank," said George, "for your offer to give me part of your grapes; but I shall not agree to that. The grapes are all for our friends, and as you have had the trouble of gathering them, and laying them so nicely in your basket, you shall have all the credit of bestowing them. I have but a few handfuls here. But I have had my own way, and I'll not deprive you of any part of the praise that belongs to you. However, I will help you carry your load." This arrangement was agreed to, and we hastily quitted the pleasant place, where we had spent the day, after giving it the name of Grape Island. It was afterwards the scene of many a day's enjoyment.

8. The traits which George Hearty discovered that day, marked his subsequent character and conduct. He was generous, but fickle, and much too fond of enjoying the present moment and letting the future take care of itself. He engaged in many projects for advancing his fortune, with fair prospects of success, for he had good talents and powerful friends. But nothing could supply the want of firmness and perseverance. Each project was abandoned after a few months or a year at most, and his friends at last grew tired of giving their support to a man who would not care for his own affairs. After his father died, he came into possession of a small fortune, which he spent in a few years, partly in travelling and partly in very promising schemes and projects, which he never had patience and perseverance enough to carry through.

9. After he had spent all, scorning to receive any as

sistance from his brother, though it was kindly proffered, he emigrated to the Western country, and soon after died in an obscure village in the state of Ohio. I have often thought how different would probably have been the career of poor George Hearty, if he had been free from the single fault of fickleness. Firmness and perseverance would apparently have insured him success, respectability and happiness. But a single fault, if persisted in, is apt to spread itself through the whole character; and the fickleness which prevents the boy from filling his basket with grapes, may prevent the man from attaining the station of respectability and usefulness, which his talents and advantages bid fair to bestow.

QUESTIONS.

How did George amuse himself after dinner? What did he climb on the rock for? Did the others join him? What did they notice in the eagle? Did they think it right for the eagle to rob the fish-hawk? What did Frank think? Did George fill his basket with grapes? How did George get along through life? What was the reason of this? What became of him? Is not fickleness of character a very dangerous fault?

If Charles' basket held nine quarts, George's seven, Frank's twelve, and William's four, how many bushels of grapes did they all gather, if their baskets were all full? How much were the grapes worth at forty cents a peck?

LESSON XXXVII.

EMILY, OR THE NEGLIGENT GIRL.

1. "Oh! what a beautiful myrtle!" said Emily, as she gently drew her mother to that end of the porch, where, arranged on an elegant rosewood stand, several choice plants breathed their fragrance around; "it is full of blossoms. I wish it was mine. What an ornament it would be to the window of my dressing room!" "And

if you did possess it, my dear, how many days would it retain its beauty? These things require constant care, and to be regularly watered: one or two days of the forgetfulness for which I have so often to reprove you—and it is destroyed.” “Indeed, indeed, I *will* attend to it most carefully: this once, at least, you shall see that I will not merit reproof?”

2. “You shall then, with pleasure, possess it, my child; but remember your promise.” With a glowing cheek and light heart, Emily took the plant. She carried it to her room; she placed it in the recess of the little Gothic painted window. Every morning she visited it; she watered it; looked over every leaf to see that there was no insect to destroy its beauty; she plucked carefully every withered or withering leaf. She placed it under shade from the intensity of the sun, and at night cautiously took it in, lest a sudden breeze should break or discompose its lovely branches. “My Emily has, then, been true to her promise,” said Mrs. Irvine, when she visited her daughter’s room; and she had at that time every reason for the encouragement of such an opinion. But temptation had not yet put Emily’s constancy to the test.

3. On the week following, her aunt arrived. She came to pass the Autumn at the hall, and brought Emily, amongst other toys and articles of amusement, a very expensive and beautiful doll. Emily received it with pleasure. Every piece of satin, lace, or cambric, was instantly put in requisition; her maid’s advice and assistance called in aid for the preparation of its wardrobe; and Miss Flora, for that was the name she gave her new waxen baby, was speedily and elegantly attired. But as something of every description of apparel was carefully and neatly made, these arrangements employed very nearly a week, from the time of Emily’s rising in the morning until the hour of repose, only deducting the regular hours for lessons and her evening’s walk. The myrtle was forgotten!

4. In vain did its improving and flourishing beauty

appear, to call her attention as she tripped past it; the doll, alone,—its frocks, slips, bonnets, caps, and spencers,—filled every thought, and occupied every moment: No morning came but it was carefully dressed; no evening arrived that she did not undress it, and lay it cautiously in its cradle: while the myrtle, untended, unwatered, and neglected, gradually faded, and its beautiful dark glossy leaves became parched and withered! “And the myrtle, Emily?” said Mrs. Irvine, impressively, when her daughter went, as usual, to receive her blessing and embrace previously to retiring to repose,—“the Myrtle?”

5. Emily started. She ran to the Gothic window;—the myrtle had withered, and dry branches and scattered leaves were all that remained of its once flourishing beauty! Emily’s heart swelled with sorrow and self-reproach; she threw herself on the sofa, and covering her face with her frock, wept bitterly. “Well, Emily,” said her mamma, “what have you to say for the entire disregard of the promise you made me?—had you not entreated me to present you with this once beautiful plant, it would still have been beautiful. Remember with what ardor you requested it; yet your aunt no sooner presented you with your doll, than it became an object of perfect indifference—was neglected, and by that neglect destroyed. Remember, Emily, a variable character can never be respectable;—it renders its possessors at once contemptible to those around them, and a misery to themselves. Yet, to this you have added falsehood.”

6. “Indeed, mamma,” cried Emily, “I am sincerely sorry; forgive me, and I will never——” “Pause, my child, and reflect on what you are going to say,—let it be, rather, that you will endeavor to avoid offending in future. Had you not promised so sacredly that you would, at least in this one instance, not have deserved reproof, you would have avoided the falsehood which will deprive you of my esteem, until I have some excellent reason for restoring it to you.” So saying, Mrs. Irvine left her daughter to her tears, and to reflections of a nature not the most *pleasing*. And when Emily pressed her pillow that night,

she formed many a plan for a change of character, and the regaining of her dear mother's esteem and affection.

QUESTIONS.

What did Emily greatly admire among the plants in the porch? Did she wish her mother to give it to her? Did she consent? What did Emily promise? What took off her attention to the myrtle? How long was she employed in preparing dresses for her doll? What became of her myrtle? Was she sorry for her negligence?

LESSON XXXVIII.THE SAME, *Continued.*

1. "What is that, which lies on the lawn?" said Mrs. Irvine, as she stood at the drawing room window, to the gardener, who was arranging some shrubs; "it appears to me like a white cambric handkerchief, which the rain has drenched and soiled." The article in question was brought. "It is a doll's frock, of Miss Emily's, madam," said the gardener. "And where is your doll?" said Mrs. Irvine, when Emily entered the room. Emily blushed deeply. The question was repeated. "Mamma, its arm is broken." "Bring it me," said her mother.

2. The doll was brought. Its prettily-turned arm had been crushed by some heavy article having been placed upon it; and the same accident had flattened the nose, and broken in part of the neck. "How has this happened?" asked her mother. "It was lying on the sofa in my room; I went hastily to fetch some shells for my grotto, and, forgetting it was there, I placed my little cabinet upon it, and crushed it." "Ah, Emily! Emily! the myrtle neglected for the doll,—the doll forgotten for the grotto! Who can depend upon so fickle a girl?"

3. "I think," continued Mrs. Irvine, "the sum which your aunt laid out on this toy, for your gratification and

amusement, was about two guineas:—at least half a guinea has been expended in its dress, when we reflect on the satin, cambric, lace, ribbons, beads, &c. therein employed; this makes the amount eleven dollars sixty-six cents. And all this has been worse than thrown away, upon a thoughtless, careless little girl, who never dreams how many poor, hungry children it might have fed, how many sinking hearts it might have cheered, among the many sufferers who are now pining in want and calamity.

4. “Do you remember, Emily, the hut we visited together? well, the sum you have thus disgracefully destroyed, would have supported the whole of that numerous family for more than a fortnight!” Emily sunk on her knees; she hid her face in her mother’s lap, and wept aloud; but she dared not promise,—for she felt that she did not merit her mother’s confidence. The last arch of the grotto was commenced, when it was thrown aside for a beautiful tame fawn which was presented to her by her father. Emily was delighted; but as she placed her hand on its neck, she glanced at her mother, and received, in reply, a penetrating look of mingled inquiry and reproof.

5. “No, father, I cannot accept it.” “And why, Emily?” “Because I——am afraid.” “Of what, Emily?” said her mother; “assuredly not that you shall neglect it! Take it, my girl, and give us a proof to the contrary.” Emily took the ribbon attached to the little ornamental collar which was around its neck. She patted, she caressed it; she formed the best of resolutions; she fed it constantly; gave it fresh hay for its bed; and delighted to play with it on the lawn, or to see it run after her through the grove, and drink at the fountain.

6. Some months—yes, months elapsed,—a long time for Emily to be amused by the same object. Her mother was pleased, and hoped—what she so earnestly wished—that Emily was acquiring a greater degree of steadiness. It was a lovely spring; every tree put forth its blossoms, and the little woodland choristers again warbled from their branches. Emily’s beloved companion, her chosen

friend, her Rosa, came to pass some weeks with her. This would be a festival, indeed, for there was no one she loved so well. A beautiful pleasure-boat glided over the broad clear lake, and many hours of diversion and recreation were passed therein by these young friends.

7. Emily was all animation, for the boat was a novelty; it was freshly painted, and smartly gilded; its cushioned seats were of crimson velvet, its canopy of green silk, elegantly fringed. "Did you not hear a moan?" said Rosa, laying her pretty white hand on Emily's arm, as they were tripping past the little out-building which Emily had chosen for her fawn's nightly habitation; "did you not hear a moan, Emily." Emily started,—she felt in her reticule for the key—it was not there. She called to Annette to fetch the key from the dressing table. Annette returned, and said, "It is not there, Miss."

8. "It must be in my dressing-room window, then," said Emily. "No," replied Rosa, "we have not once entered the dressing-room since the day before yesterday." "Ah! and the day before that, Miss," said Annette. Annette ran to the dressing-room,—the moans became fainter. Emily stamped her feet in agony. "Oh! my poor, dear Fidel! for four days he has never once entered my mind." "Indeed!" said Rosa, turning pale, "can that really be true? how could you be so thoughtless?" At this moment Annette arrived with the key; the door was opened—but what a spectacle presented itself!

9. Poor Fidel—her father's welcome present, her once cherished favorite, her little play-fellow, lay panting and expiring;—its innocent eye turned up to her face, seemed to say, "How could you be so cruel as thus to forget me?" She leaned over him in agony; her tears fell upon him; he licked her hand—and expired. Emily became gloomy and cheerless; in vain did the soothing voice of Rosa seek to console her; in vain did she offer her advice for the future, blended with hope and affection. She dreaded her mother's investigating glance:—her father's inquiry: their presence, once so delightful, became irksome to her.

10. Emily possessed all, that favoring fortune could bestow, to render her happy; no comfort was unattended to, no wish left ungratified. Yet from the fickleness of her own nature, she became at once miserable, and the object of contempt and reprobation. Had she taken the advice of her friend Rosa, and formed a steady resolution to alter her conduct; had she earnestly implored her Creator, without whose divine aid we are nothing, to assist her endeavors, she might yet have been happy. But Emily did neither the one nor the other. Rosa was naturally fond of study; she already began to excel on the harp and the piano; her drawings were tasteful and correct. The happiness and pride of an intelligent and indulgent father, no means had been neglected of rendering her education as perfect as her heart was affectionate and amiable, and her person lovely.

11. Emily both loved and admired her friend; she would fain have imitated her, but she had not sufficient steadiness to pursue any of those branches in which Rosa excelled, long enough to acquire an equal proficiency. Her embroidery was thrown aside for drawing; and she began to guide the pencil with some degree of success, when she fancied she should like to apply herself, for a time, wholly to music: then, after a few days, her piano was neglected for the harp, the harp for the Spanish guitar, the guitar for the violin, and that ultimately for some other incitement to variety.

12. As Emily's years matured, her errors strengthened, and although her parents secured her a wealthy alliance, yet she was not happy. Emily had an elegant establishment: her table was covered with delicacies; her wardrobe was expensive and superb; while millions, far more deserving, were perishing with cold and hunger. She had the means of rendering many such happy, and that without even deducting the merest trifle from the luxuries she enjoyed. She did, indeed, sometimes think she should not dislike to become a benefactress, and be spoken of as highly benevolent; but something always happened to prevent her carrying this good intention into

effect. And without one hour of self-approbation, or one real friend, Emily still continued the same fickle thing, amidst the splendor that surrounded her.

QUESTIONS.

What happened to Emily's doll? How came she to spoil it? What was the whole expense of this unfortunate doll? What did Emily next have to take up her attention? How long did Emily pay attention to her fawn? What happened to the fawn at last? Who was visiting her at the time? How was Emily affected by the death of her fawn? Did she excel in learning? Why? What was the principal cause of all her troubles?

How long would the expense of Emily's doll have maintained a poor child at school at one shilling per week? Is that more than a year or less? How much?

LESSON XXXIX.

LUCY AND THE LAMB.

1. Lucy was a very good girl, and seldom did anything to vex her parents; but Jane would pout and scream for the least trifle. She never went into the fields, but a fly, or some other harmless insect, was sure to alarm her, and send her home crying in great terror. It was in vain that Lucy, from time to time, tried to convince Jane of the folly of being so timid. Jane grew worse every day. One lovely morning in May, the weather proving fine, and the sun shining through a clear blue sky, these little girls were let out to play in the meadows, and, for an hour or more, pleased themselves by plucking daisies and cowslips, and such pretty flowers as abound in the green grass, when Jane, coming near the hedge, in order to gather a bunch of white thorn, started at the sound of a mournful sigh, which issued from beneath a tuft of brambles.

2. In an instant she ran off towards the house, scream-

ing, and hid herself behind the door, without giving a reason to any one of the cause of her terror. In the meanwhile, Lucy, who also heard the sound beneath the brambles, felt that the voice of distress could not intend harm either to herself or her sister, and thus this charming little girl, led on by pity, drew nearer to the hedge, in order, if in her power, to perform an act of goodness.

3. She was somewhat startled at first, to observe that the boughs trembled, but presently she heard a voice crying so sadly, that she divided the branches with her hands, and found that a poor little lamb, which had lost its mother, had caught its leg in a string, set by some bad boy to catch birds, and had fallen to the ground in great pain. Lucy, whose eyes were filled with tears at the sight, soon loosened the captive, and seeing him very weak, placed him in her lap, and lifted him into the meadow.

4. Her mother and the servant, followed by Jane at a distance, had come to inquire the reason of her absence and Jane's fear. As soon as they saw the lamb, and heard Lucy's story, every one praised her for being a good child; and the shepherd, when he came to know of the matter, made Lucy a present of the lamb; and every morning she gave it a part of her bread and milk. The lamb loved Lucy very much, and followed her about the house and fields, playing about her, and eating out of her hand.

5. The neighbors, when they saw Lucy pass by, said —“There goes the good girl and her pretty lamb!” They made her many presents, and on her birth-day the little girls of the neighborhood assembled, and decorated both Lucy and her lamb with the most elegant flowers they could find.

LUCY'S LAMB.

Lucy had a little lamb,
Its fleece was white as snow,
And everywhere that Lucy went
The lamb was sure to go.

He followed her to school one day:
That was against the rule,
It made the children laugh and play
To see a lamb at school.

And so the teacher turned him out,
But still he lingered near,
And waited patiently about,
Till Lucy did appear.

And then he ran to her and laid
His head upon her arm,
As if he said—"I'm not afraid;—
You'll shield me from all harm."

"What makes the lamb love Lucy so,"
The little children cried;
"Oh, Lucy loves the lamb you know,"
The teacher quick replied.

"And you each gentle animal
In confidence may bind,
And make them follow at your call,
If you are always kind."

QUESTIONS.

What was the character of Lucy? What of her sister? What alarmed Jane while they were at play in the meadow? Was Lucy frightened? What did she do? What did she find there? What did she do with the lamb? What did the shepherd do when he heard of it? What did the neighbors say of Lucy? Do you think they said the same of Jane? What did the little girls do on Lucy's birth-day?

If there were twenty girls present at this time and one half of them ten years old, and the other half eight; what was the sum of all their ages? If Lucy was one year and one month older than her cousin Caroline, how many days old was she?

LESSON XL.

THE WAY TO BE HAPPY.

1. In a pleasant village near London, there was a small white cottage, which stood on the banks of a brook, in the clear water of which grew a great number of green and fresh water-cresses. A poor old woman lived in that cottage, who from age was almost blind. She had one little girl, her grand daughter, named Susan, who waited on her, and read the bible to her every evening.

2. She was happy in having so good a child to comfort and console her in her old age; for before Susan went abroad to sell the water-cresses, by which she gained a living for herself and her grandmother, she always took great care to make the bed, sweep up the hearth, and draw her grandmother's elbow chair into the warmth of the sun, that she might sit there in ease, till her return from the houses where she was in the habit of calling with her basket of water-cresses; and as Susan was known to be such a good girl, she did not want for friends, who were always glad to buy of her.

3. A lady, of the name of Meadows, had lately come to reside in the village, who had a little girl about Susan's age, a very pretty young lady, indeed, but without any of Susan's merits; for instead of making everybody happy about her, and trying to serve and oblige others, she was stubborn and disobliging. She was also a very proud girl, and thought herself much better than other people, because she was always finely dressed, and waited upon. Even her mother was uneasy at Mary's temper, although she was so weak as to indulge her in all her whims.

4. One morning, while Mary was running in the garden, Susan came to the gate with her water-cresses; and although Susan was cleanly dressed, Mary took her for a beggar, because her clothes were mended; and shrieking out, desired John the footman, to set the dog Tray upon

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her, and drive her from the gate; but John, who knew Susan, said he would not set the dog on any one, and much less on a little girl, who sold water-cresses to maintain her aged grandmother.

5. Mrs. Meadows, from the window, heard the footman's words, and instead of being angry, told him to open the gate, and conduct Susan to the parlor; which he did, without heeding Mary who began to stamp, and put herself in a great rage. When Susan came in, Mrs. Meadows asked her age, and several questions about her grandmother; all of which Susan answered so prettily and modestly, that Mrs. Meadows was both charmed and pleased; and desired John to fill Susan's basket with cold meat and some fruit. She then told her she would call at the cottage in the afternoon, and sent her home with a glad heart.

6. When Susan was gone away, Mary came from behind her mother, and said, "Will you call on that little beggar?"—"Yes," replied Mrs. Meadows, "and you shall attend me." At this, Mary began to fret and cry, for she did not like to enter so mean a place; and Mrs. Meadows, who had been struck by the contrast between the two children, could not but observe how much better Susan knew how to conduct herself, although she was poor and humble. In a few hours, when dinner was over, Mrs. Meadows took Mary, and bidding John prepare the chaise, went directly to Susan's cottage.

7. Susan came and opened the door when she saw them, and Mrs. Meadows beheld everything in the cottage neat and clean; and the poor old lady said, that it was all owing to Susan's care and industry; and then she showed them Susan's needlework, in her own clothes, and told Mrs. Meadow's how well Susan read, and desired her to read part of a chapter to the lady, which Susan did with great care and propriety. Mrs. Meadows saw the deep blush which stole across Mary's cheek at this, for Mary, although such a proud child, could scarcely read a word.

8. At length Mary burst into tears, and cried, "O mamma! I have been a very bad girl, but I will be bet-

ter in future; if you will but suffer Susan to come and see me often, I'll learn of her how to behave." Mrs. Meadows wept for joy at these words, and from that day, she took great notice of Susan and her grandmother, so that they wanted for nothing which her bounty could supply. Susan and Mary soon began to love each other like sisters, and Mary learned of Susan, "that the only way to be happy is to be good."

QUESTIONS.

Where did Susan and her grandmother live? How did Susan maintain her grandmother? Was she good to her? Who came to reside in the village where they lived? What was the character of Mary Meadows? How did she treat Susan when she came to sell her water-cresses? What did she call her? Why? Did John set the dog on her as she wished? Why? How did Mary's mother treat Susan? What did she give her? What did she tell her? Which was the best behaved girl? Was Mary pleased with the promise of her mother to call at the cottage? Why? What effect had this visit upon Mary? What did she promise her mother? Did she reform? Did the two girls become attached to each other? What did Mary learn of Susan?

LESSON XLI.

THE FAITHFUL DOG.

1. During the midsummer holydays, George Manson was invited to Oswald hall, in Wiltshire, the residence of a gentleman well acquainted with George's father. He had promised to write very frequently to his sister Maria, and the following is one of the letters that she received from him.—“ You have probably been expecting to hear from me for some days, my dear sister, and I should not have deferred writing had not a remarkable circumstance occupied my attention. The particulars are interesting, and you may find amusement in reading them.

2. "Mr. Oswald has a very large Newfoundland dog, named Rover, who is a favorite with the whole family. He suffers the young children to ride upon his back, and will stand perfectly still while they mount. He is very clever at carrying a basket or a parcel, and I am told, will hold a lantern very well, always taking care to wait till his master has got over a stile, or passed through a gate. Indeed, he is so fond of his master that he seems uneasy when he perceives he is going out, and will fetch his hat and gloves on being ordered. One day last week, this gentleman left home on some business, which obliged him to travel to Devizes, a town nearly thirty miles from this place, and Rover was forbidden to follow. The dog howled and was uneasy the whole day; towards evening, when Charles Oswald went in search of him he was no where to be found.

3. "At midnight I was awakened by the loud barking of a dog, who was scratching violently at the hall door. The creature seemed in great distress, and as I thought, was using every means in his power to obtain an entrance. Supposing it was Rover, I wondered he did not seek his usual shelter at night, and I continued to listen for sometime. The agony of the creature seemed to increase. I arose and called the footman. We went together and opened the door. Rover rushed in, barking, howling, and crouching at our feet. He then ran away, returned whining, and again rushed forwards.

4. "The noise alarmed Mrs. Oswald, who called to us to learn the cause. When she came down stairs the poor dog redoubled his cries, and a third time ran from the door.—'The dog,' said she, 'evidently entreats us to follow him. He has been absent a long time; I imagined, in the evening, that he had followed his master. I now believe he did so, and that he is returned in agony to tell us some accident has happened to him. The animal is sufficiently sagacious to do this, I am well persuaded.'

5. "So saying, Mrs. Oswald ordered the carriage immediately, and, attended by the men-servants and my-

self, she set off. Meanwhile Rover watched our movements, continually repeated his former actions, and when the carriage drove off, he scampered before, taking the road to Devizes, continually running forward, and turning to see whether we followed. We travelled thus more than ten miles, and were approaching a small town, when the dog turned down a narrow lane, and the coachman stopped for further orders.

6. "Again Rover became importunate with his cries; he barked, if possible, more loudly than ever. He sprang up to the coach door, as if to prevail on his mistress to proceed. 'Suffer me, Madam,' said the footman, who was on horseback, 'to take one of the carriage lamps and follow Rover. I am glad we came, for something is the matter.' I heard the coachman say softly, 'So am I, Tom, though I was mad to be called up about a whim; but our mistress never has whims, I forgot that.' Mrs. Oswald, who maintained her self-possession, though perceptibly much agitated, after considering a few minutes consented to the proposal, and ordered the coachman to accompany him.

7. "Day was now beginning to break. I saw at some distance a little cottage, and could perceive the footman stop there, and dismount. Rover, however, came back to us. The coach now drove hastily forward, and the poor creature, exhausted by his efforts, fell down at the feet of Mrs. Oswald, as she sprang from the carriage, and patted him on the head. On entering the house we found Mr. Oswald laid on a wretched bed, almost senseless, and a poor old woman watching beside him. He knew us. The woman informed us that the gentleman had been discovered by her son, as he returned from work in the evening, at the entrance of a little wood; that he was much wounded about the head, and was bleeding terribly.

8. "Having obtained assistance, they brought him home to her house, and had sent for a surgeon, who was absent from home and was not yet returned. While she was speaking, the surgeon arrived. The wounds on Mr.

Oswald's head were not dangerous; and the surgeon having dressed them, gave permission for him to be carried slowly home. I should tell you, that poor Rover, by the care of the servants, who gave him food and water, was ready to return with us, and he was put into the coach."

9. "When Mr. Oswald could speak, he informed us that he had stopped to bait his horse at the town, where he was overtaken by Rover, and had rambled down a lane that terminated in a wood; here he was attacked by a fellow armed with a cudgel, who aimed a blow at him which he parried with his whip: a second aim was more successful, and he was struck to the ground: several more blows followed, when suddenly Rover flew upon the ruffian. Mr. Oswald then became senseless, and did not recover till he found himself in the cottage.

10. "The caresses and kindness that the children lavished upon this sagacious animal, you can easily imagine. Rover, having quite recovered, stations himself by his master, as he rests on the sofa; and licks the hand of his mistress, who can scarcely conceal her tears, as she occasionally pats his head. Mr. Oswald is almost well; I only wait to see him perfectly so, to fix the day of my return. Farewell, my dear Maria," added George, in concluding his letter, "will you not join with me in loving this faithful dog? Yours affectionately,

GEORGE MANSON."

QUESTIONS.

Where was George Manson invited to pass the holidays? Can you give any account of Mr. Oswald's dog? Was Rover allowed to follow his master when he went abroad? Did he remain at home quietly? Did Charles find him when he went to look for him? Where was he? Did he return? What for? Did any of the family follow him? What had happened to Mr. Oswald? Did they find him? Where? Was he hurt? Did he recover? How was the dog afterwards treated by the children? How long will it take to travel 30 miles at the rate of 5 miles an hour? Of 6 miles? Of 10 miles?

LESSON XLII.

THE BIRD.

1. In a village at some distance from London, lived a gentleman and lady, with their two sons, Charles and William. They occupied themselves in the education of these children, who were constant companions, usually partaking the same amusements, and pursuing the same studies. Part of every day was employed in acquiring some useful knowledge; and by the judicious method which their parents pursued, learning was a pleasure; or if difficulties sometimes occurred, they were prompted to overcome them by the desire of pleasing their kind instructors.

2. In summer evenings the family usually took a long walk, often amusing themselves with gathering herbs, and examining their beautiful structure. During one of those excursions, they took a path to which the boys were less accustomed, but with which they were much delighted, from its novelty and the variety of flowers that grew in the hedges. As they were gathering a plant unknown to them, a rustling among the leaves drew their attention, and a bird, which seemed scarcely able to fly, fluttered along the path.

3. Charles succeeded in catching it, and found, by the color of the feathers, that it was a magpie, whose wing had been pierced by a shot. "We must not leave the poor bird here to die," said William; "perhaps, if we take it home, and bind up the joint, it may recover, and then we will let it go." To this his brother agreed; and they hastened forward, for their parents were already out of sight. The road now divided into several branches; the children hesitated which they should take, and at length chose one that led them far away from their own village, and terminated on a wide heath.

4. "What shall we do now?" said William, "here is not a house to be seen, the sun is setting, and, what is

worse than all, my father and mother will be very uneasy." Charles, who had been reading 'Sanford and Merton,' and knew the points of the compass, replied, "We must have a little courage, and imitate Harry in the book we read last winter. Let me think,—our house lies to the south, the sun sets in the northwest at this time of the year—yonder is the sun, let us take this little path, and keep straight forward; we may meet some one, perhaps, to direct us."

5. "I am not afraid in the least," said William; "and, see, how nicely the magpie sits in my two hands, the handkerchief is like a nest for him." Night drew on, and no habitation was yet visible. "If you should have made a mistake," observed William, half intimidated; "are you sure we are going to the south?" "Yes, and you may be certain too," replied Charles; "turn round, and look at the sky." "Oh, there is the great bear, it is always in the north, and now I see the Polar Star." After walking another half hour, they found that the little path led them to a highway; and at that moment the sound of a voice at some distance occasioned them to stop for a few minutes.

6. The sound grew more distinct, and Charles ventured to shout loudly. He now plainly heard his own name repeated, then that of his brother. The two boys hastened forward, replying at intervals to the person who was calling to them. In a few minutes their father drew near; he held out his hand, saying, "I am not mistaken; your mother and myself were persuaded that you would consider the situation of our house, and direct your course by the sun till it disappeared, and afterward by the north star, should you meet with no one to lead you home."

7. "Being almost certain of this, I determined to walk towards the north, supposing I must meet with you on the heath, as the lanes in the quarter where we were walking this evening, all lead to it. Let us hasten; for your mother, who is gone with one of the servants to the spot where we lost sight of you, will be returned before

we can arrive at the village, and will be uneasy, as it grows late." Mr. Cotton now perceived that William carried something in his hands, and upon inquiry, was told the history of the magpie.

8. "Well," said he, "you have suffered a little disquietude in a very good cause, and the knowledge you have acquired has been put into practice by this little adventure; I am well pleased with your conduct." Mrs. Cotton forgot her anxiety, upon seeing her children in safety; and the next object of solicitude was the wounded bird. The wing was bound up, a large cage provided, food and water were placed within its reach, and it was suffered to remain unmolested by ill-judged kindness. Some time passed before the bird was able to fly, and upon being left at full liberty, it merely went to a short distance, and returned voluntarily to its cage. It became perfectly tame, and readily fed from the hand of its kind protectors.

9. Charles and William continued to advance in goodness and knowledge, and having reached the age at which it is usual to undertake some employment, they both expressed a determination to remain in the village, which had been the scene of their early years. Mr. Cotton therefore converted part of his property into land, and established his sons on a valuable farm. Here they resided during a long period, esteemed by their neighbors, and greatly respected by the laborers employed in cultivating their lands. Mr. and Mrs. Cotton lived to an advanced age, and frequently on observing the starry heavens, recalled with pleasure the incident that has been related.

QUESTIONS.

How did Charles and William employ their time? What did the family do on summer evenings? How came the boys to get lost? How did they find out which way to go? Did they get home safely? Were their parents alarmed about them? Did their magpie become tame? In what business did Charles and William engage? Were they esteemed?

When Charles was 18 and William 15, what was the sum of their ages? If their sister's age was one third the sum of both theirs, how old was she?

LESSON XLIII.

INGRATITUDE PUNISHED. •

1. After the conquest of the American islands, numerous adventurers began to fit out small vessels for the purpose of farther discoveries, in order to obtain gold and silver, the only objects that were thought worthy of attention. The captain of one of these vessels, was a soldier, who had served under Columbus, and had gained some trifling property. The desire of acquiring more wealth, induced him to attempt a short voyage to one of the numerous islands that extend across the Gulf of Mexico; and he set sail with a favorable wind, and high expectations of future gain.

2. His good fortune did not, however, continue long. The wind proved contrary and boisterous. The sea grew rough, and huge billows sometimes broke over the ship. The night was dark; the sky, covered with clouds, afforded them not a single star to assist in guiding their course. After driving a long time before the wind, the vessel struck suddenly upon a rock, and was shattered to pieces. The soldier, after swimming some minutes, caught hold of a plank, by which he supported himself, and was at length dashed upon the rocky shore of an unknown island; the unfortunate crew all perished.

3. Bruised and exhausted, the soldier lay till day-break upon the beach, terrified at the fate that might await him; for the report of the cruelties practised by the Europeans, had already spread among the natives, and had excited them to revenge. He had just begun to rise and look around him, when a native approached, who seeing a person strangely clad, appeared to be fearful of venturing nearer. Perceiving, that the man was unarmed and alone, the soldier uttered a lamentable cry, and the poor American, understanding that he was in distress, now willingly came towards him.

4. He invited the soldier, by signs, to his habitation,

and assisted him to walk. They soon arrived at the hut, which was not far distant; built under the shade of tamarind trees, which grow in the West-Indies. The native brought food to his guest, and prepared him a bed of mats, such as the Indians make of twisted grass, and left him to his repose. The danger he had undergone did not extinguish, in the mind of the adventurer, the desire of obtaining gold. Upon farther acquaintance with the islanders, he perceived that many possessed ornaments of this metal, and that his host seemed to have the greatest quantity among them. Some months passed; the soldier grew impatient of his solitary situation; he spent whole days upon the highest rocks he could discover, hoping that accident might bring some vessel within view of the island.

5. At length his wishes were accomplished; an European vessel appeared, but at a considerable distance. The man immediately kindled a fire, that the smoke might attract the notice of the mariners, and erected a high pole, to which he always kept a mat ready fastened, to serve as a signal. The vessel seemed to approach nearer, and the soldier kindled another fire. He now perceived a boat put off, and approach the shore. He descended from the rock, and ran along the beach; the boat at length reached the island, and the soldier, transported with joy at the sight of his countrymen, sprung in, and they hastened back to the ship.

6. The hospitable native searched in vain for his guest, on the rock, on the shore, and in every quarter whither he had been accustomed to repair. But the soldier was advancing towards an European settlement, forming a scheme with the commander of the vessel, to return to the island, and enrich themselves with the gold of the natives. This scheme was put into execution sometime afterwards. Regardless of every grateful and humane feeling, this wicked man sought the hut of his former protector, seized his gold, and with threats commanded him to lead the way to the gold-mines of the country. The rest of the crew plundered the other inhabitants,

and night approaching, they judged it prudent to return to the vessel.

7. It was a dead calm. The soldier and his accomplices retired in security to their cabin, having agreed to renew their depredations the next day. Shortly after midnight they were awakened by long peals of thunder, —the lightning flashed around them, and suddenly shivered the mast to pieces. A hurricane succeeded; the rudder was carried away, the ship became unmanageable, and at length, shattered by the violence of the storm, split into a thousand pieces, and every person on board perished. Such was the merited punishment of ingratitude. Whether the soldier, or the American most deserved the name of savage, is left to the reader's decision.

QUESTIONS.

After the conquest of the American islands, what took place? Who was the captain of one of these vessels? Under what commander had he served? Who was Columbus? What was the object of this soldier-captain? What happened to his vessel? Did they all perish? How did he escape? How was he treated by the natives? How did he get away from the island? What did he afterwards do? What happened to him after he had robbed the poor natives? What do you think of this man?

If he robbed the Indians of one hundred pounds of gold, and every pound would make ten eagles, and every eagle ten dollars, what was the value of the gold he took from them?

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LESSON XLIV.

INDOLENCE.

1. "Look, cousin Robert," said Hannah West, a little girl of nine years old; "look, my uncle has given me this pretty book; there is a long account of the bees in it: he says I shall be able to watch them, while I am here. Oh, how charming it is to be in the country; I

wish I could always live with my uncle and aunt, *rather* than pass the half year at school. Then I would have a little garden of my own, with flowers, radishes and salad in it; I would work as hard as John does."

2. "What use is there in that?" replied Robert, idly folding his arms; "why should you take the trouble to work, when you can have your radishes and salad ready on the table, by giving orders for them? As to flowers, I would not stoop to gather the finest that ever grew." "Ah, you care for nothing but eating," said Hannah. "I like cakes very well too, but one cannot eat all day, and then how comfortable it is to saunter about. I am often glad to leave off learning my lessons, for I do not understand much about them; but when I can get a pretty book to read, the time runs away so fast, that I am quite surprised."

3. Robert looked astonished; "Time run away so fast!" said he: "I wish my time did not hang so heavy on my hands, I know. Go, Hannah, fetch me some cake from the parlor closet; dinner will not be ready yet." "Why, cannot you walk to the house?" returned the little girl; "you want something to do." "I dislike the trouble," he replied, sitting down on a bench, and yawning. Hannah, unwilling to disoblige him, ran briskly for the cake, and on her return sat down beside her cousin, secretly wishing he might bestow a piece upon her.

4. But the greedy boy quickly devoured the whole, and Hannah solaced herself for the disappointment by looking over her new book. At length she met with a short account of her favorite insect, and having read a few lines, she turned round to look at Robert, who was almost asleep. "Shall I read it to you? oh, do let me, it is quite amusing," she said, and without waiting for a further reply, began as follows:—

5. "As soon as the plants begin to flower, the inhabitants of the hive put themselves in motion: the greater part of the laborers take wing, and disperse themselves through the neighborhood in search of honey and wax;

the former of which is a sweet limpid juice, found in the nectaries of flowers, and the latter is made by the bees, from the dust contained within the anthers of blossoms. These different materials are brought to the hive; and the laborers in waiting take the wax, and form of it those little cells, which serve as store-houses for the honey or nests for the young: the honey is partly distributed for present food for the inhabitants, and the remainder laid up against winter.

6. "While the laborers are thus engaged, the queen begins to deposit her eggs, to the number of about two hundred each day, in the empty cells: the egg being soon hatched into a little white grub, increases the employment of the laborers, to whom is allotted the task of feeding it with the purest honey: when it has attained its full size, the mouth of its habitation is closed up with wax, it becomes a chrysalis, and in a few days breaks through its waxen covering, being changed into a perfect bee, and instantly quits the hive in search of honey for the public store."

7. Here she was interrupted by the snoring of her cousin, whom she had read to sleep; and wondering at his strange behavior, she went into the house. The parents of this little girl, died when she was about six years old, and left her to the care of a guardian, by whom she was placed at a reputable boarding-school, and during the holidays she usually passed a short time with her relations in the country. Her cousin Robert had lately arrived from the West Indies, for the purpose of receiving a liberal education, but the habit of idleness which he had contracted while he was a child, rendered useless every attempt to instruct him.

8. In vain his uncle remonstrated, and his aunt persuaded; neither could prevail with him, to write or read. It was frequently noon before he arose, and seldom was his face washed, or his apparel fit to be seen at the hour of dinner. The youth knew he should possess a large fortune, which, in his opinion, rendered it wholly unnecessary to acquire knowledge. It was a subject of much

wish I could always live with my uncle and aunt, rather than pass the half year at school. Then I would have a little garden of my own, with flowers, radishes and salad in it; I would work as hard as John does."

2. "What use is there in that?" replied Robert, idly folding his arms; "why should you take the trouble to work, when you can have your radishes and salad ready on the table, by giving orders for them? As to flowers, I would not stoop to gather the finest that ever grew." "Ah, you care for nothing but eating," said Hannah. "I like cakes very well too, but one cannot eat all day, and then how comfortable it is to saunter about. I am often glad to leave off learning my lessons, for I do not understand much about them; but when I can get a pretty book to read, the time runs away so fast, that I am quite surprised."

3. Robert looked astonished; "Time run away so fast!" said he: "I wish my time did not hang so heavy on my hands, I know. Go, Hannah, fetch me some cake from the parlor closet; dinner will not be ready yet." "Why, cannot you walk to the house?" returned the little girl; "you want something to do." "I dislike the trouble," he replied, sitting down on a bench, and yawning. Hannah, unwilling to disoblige him, ran briskly for the cake, and on her return sat down beside her cousin, secretly wishing he might bestow a piece upon her.

4. But the greedy boy quickly devoured the whole, and Hannah solaced herself for the disappointment by looking over her new book. At length she met with a short account of her favorite insect, and having read a few lines, she turned round to look at Robert, who was almost asleep. "Shall I read it to you? oh, do let me, it is quite amusing," she said, and without waiting for a further reply, began as follows:—

5. "As soon as the plants begin to flower, the inhabitants of the hive put themselves in motion: the greater part of the laborers take wing, and disperse themselves *through the neighborhood* in search of honey and wax."

the former of which is a sweet limpid juice, found in the nectaries of flowers, and the latter is made by the bees, from the dust contained within the anthers of blossoms. These different materials are brought to the hive; and the laborers in waiting take the wax, and form of it those little cells, which serve as store-houses for the honey or nests for the young: the honey is partly distributed for present food for the inhabitants, and the remainder laid up against winter.

6. "While the laborers are thus engaged, the queen begins to deposit her eggs, to the number of about two hundred each day, in the empty cells: the egg being soon hatched into a little white grub, increases the employment of the laborers, to whom is allotted the task of feeding it with the purest honey: when it has attained its full size, the mouth of its habitation is closed up with wax, it becomes a chrysalis, and in a few days breaks through its waxen covering, being changed into a perfect bee, and instantly quits the hive in search of honey for the public store."

7. Here she was interrupted by the snoring of her cousin, whom she had read to sleep; and wondering at his strange behavior, she went into the house. The parents of this little girl, died when she was about six years old, and left her to the care of a guardian, by whom she was placed at a reputable boarding-school, and during the holidays she usually passed a short time with her relations in the country. Her cousin Robert had lately arrived from the West Indies, for the purpose of receiving a liberal education, but the habit of idleness which he had contracted while he was a child, rendered useless every attempt to instruct him.

8. In vain his uncle remonstrated, and his aunt persuaded; neither could prevail with him, to write or read. It was frequently noon before he arose, and seldom was his face washed, or his apparel fit to be seen at the hour of dinner. The youth knew he should possess a large fortune, which, in his opinion, rendered it wholly unnecessary to acquire knowledge. It was a subject of much

surprise to Robert, that little Hannah was continually gay, amused with every trifle that fell within her notice, and always satisfied with whatever was given to her at dinner, while he felt a heavy weight oppressing him, derived no amusement from surrounding objects, and was perpetually displeased with what he thought the inattention of his friends.

9. The young persons with whom he was acquainted found little pleasure in his company; for he was too indolent to attempt playing at any game, and generally sat still, while they amused themselves with some active sport. One afternoon during Hannah's visit, the family was invited to the house of a neighboring lady; and Robert agreed to walk thither, secretly influenced by the certainty that rich cakes would be plentifully produced. When they had proceeded about half way, a heavy shower of rain fell, and Hannah with her uncle and aunt, ran quickly to seek shelter in a house, which they saw at no great distance. But Robert, totally heedless of the rain, continued the same slow pace; while Hannah, who at first had dragged him by the arm to make him run, often looked back, and beckoned with her hand.

10. The shower was over when this idle boy reached the cottage; but his clothes were wet through, and his aunt, fearing that he would take cold, obliged him to put on those which the good woman of the house had offered. "You cannot proceed with us," said she; "return home, Robert, you are justly punished for your idleness." Robert felt somewhat mortified, for he remembered the cake. "Very well," said he, "I shall stay here till my clothes are dry;" the rest of the party then left the cottage.

11. Overcome with weariness, Robert now sauntered into the adjoining field, and sat down for sometime on a wet bank, till at length he grew hungry, and without taking leave of the poor woman, he went home. His friends, on their return, found him shivering over the kitchen fire, and the next morning he was extremely ill, *in consequence* of the violent cold he had caught by



walking in the rain, and sitting upon the damp ground. During his illness, Hannah tried every means to amuse her cousin; and her sprightly, affectionate manner gradually attached this insensible boy.

12. At first, he desired her to sit with him, he needed her services; but in time he wished her to remain in the room from the pleasure he felt in her company. Sometimes she brought him fruit and flowers mingled together, and playfully forbade him to take the former, until he had admired her roses, and geranium blossoms. He suffered her to read to him, at the commencement of his illness, merely to induce repose; but her pleasant voice, and the interest she seemed to take in the story she was reading, at length prompted him to listen.

13. Hannah soon perceived the change in Robert's manner; she searched the book-case for stories, and one day accidentally discovered 'The history of Robinson Crusoe.' Delighted with the prize, she ran to her cousin, who was then recovering. "Oh my dear Robert," she exclaimed, "see what I have found!" Robert was rather idly disposed at that moment, but he took the volume and read the title. "Well," said he, with great indifference, "am I to hear all that? I care nothing about Robinson Crusoe.—"

14. "What is the matter with you, child?" added he, seeing Hannah ready to weep. "Why," replied she, "I thought you would be so glad to hear Robinson Crusoe; I wanted to read it last month, but the young lady who had the book, refused to lend it to me; and now I have found the very thing I wished, you are not pleased with it." For the first time in his life, Robert felt ashamed; he was sorry, too, that he had vexed Hannah. "Well," said he, "I know nothing about this Crusoe, but I will listen."

15. The little girl's countenance brightened, and she began to read eagerly. Robert soon grew interested in the tale: the efforts made by the hero, during his abode in the solitary island, his industry and perseverance, produced, a salutary effect upon his mind. In a serious

conversation, with his uncle, he expressed his resolution of attending to his studies, and ardently wished to walk once more in the open air. The physician at length gave permission, and Hannah, skipping at every step, led him to the garden.

16. Shortly after, a letter arrived to announce the death of Hannah's guardian, and to inform her uncle she was to remain under his care if he thought proper. This he willingly consented to; and the little girl's joy was complete, though she expressed sorrow for her guardian, observing that he had been very kind to her. Robert too was pleased, for none could impel him to exertion so much as his little play-fellow. In fine, the example of this lively affectionate child, insensibly transformed him into a different character, and in a few years he became a virtuous, active, and intelligent man.

QUESTIONS.

What did little Hannah West wish for? Did her cousin Robert wish for one too? Why? Did her cousin listen to her attentively while she read about the bees? Where did Robert come from? What for? Did he bid fair to make a good scholar? Why? Can you tell the difference in character between Hannah and Robert? Did the young persons of his acquaintance like his company? Why? What roused him from his indolence? What did he finally become? If you work ten hours in a day and Robert but six, how many more hours in a week or six days do you work than he? How many more minutes?

LESSON XLV.

THE PEDLARS.

1. Donald and Macpherson were two Scotchmen who travelled about the country with goods of various kinds, and gained a decent support for their families, who lived *in the neighborhood of Glasgow*. These men were ~~great~~

friends: they had travelled many hundred miles in company, and rarely allowed themselves assistance, by mounting the outside of a stage, or other vehicle. One evening as they were going towards a market-town in Northumberland, anticipating the pleasure of seeing their families, and calculating how much they had saved by their last journey, two men on horseback rode up to them, and demanded in a surly tone, whither they were going.

2. They replied, to the next town; and were walking on, when one of the ruffians seized Donald and the other Macpherson, ordering them to deliver their money, or they would shoot them through the head. Dreadfully alarmed, they drew out their stock of cash; and Donald had already given up his purse, when the sound of a horn foretold the approach of travellers; the robbers remounted their horses, and rode furiously away; leaving Macpherson's money behind.

3. The coach soon came up to them, and the passengers, much terrified at the account they heard, questioned the guard concerning his pistols and ammunition, and desired that the Scotchmen might ride on the outside till they came to the town, that they might give notice, if the robbers should make their appearance. Nothing however occurred; and the travellers having thanked the passengers, who had helped them on their way, went to a little inn in the same town.

4. When they were alone, Macpherson drew out his money, counted it into two equal portions, and pushed half of it across the table to Donald, who sat melancholy by the fire, unmindful of his companion, and thoughtful only of his recent loss. The noise that Macpherson made in moving the money awakened his attention; and Macpherson said, "this half is mine, that is yours, friend Donald; we always go shares, you know, lad." Donald looked surprised:—"No, no, I thank you heartily, said he, but I cannot take it."

5. "What," answered Macpherson, "we that have travelled together for seven years, in hot and cold, sometimes wet to the skin, sometimes overcome with heat and

weariness, shall not we help one another in distress? How many times have you taken care of me, when I have been ill upon the road? and I may even have been the cause of your heavy loss, for, had you not waited for me while I finished my business this afternoon, you might have escaped the robbers."

6. No persuasions could induce Donald to receive the money: at length he promised to borrow the sum, if he should need it, and Macpherson bade him good night, half vexed, but still secretly honoring the spirit of his countryman. The following morning they continued their journey, rather fearful of again encountering the robbers. As the evening advanced they perceived a heavy storm coming on, and went to ask shelter at a neighboring cottage.

7. While they were there, two men on horseback also begged to be admitted. Donald perceived they were the men who had robbed him, and resolved to secure them. He drew his host aside, to inform him whom he had in his house, and to contrive the method of taking them. The cottager proposed to draw them into the stable and fasten the door, till more help could be procured. This was agreed to, and the men were invited to lead their horses under shelter.

8. While they were fastening them to the stall, the cottager suddenly closed the door, and left them in darkness; for the building was little better than an outhouse, and without a window. When the storm abated, Donald hastened to the next village, and having given the alarm, he soon obtained a constable and others to assist. The stable door was then unfastened, and the robbers were seized. Donald's money was found upon them; and the justice committed them to gaol, to take their trial for the robbery at the next assizes.

9. Highly delighted at having recovered his money, Donald returned with his friend and fellow-traveller to their home; where, having invited the two families to meet at supper, he related the adventures of the journey, as they sat round their cheerful fire. Donald and Mac-

pherson continued to travel the same road, but were never after annoyed by robbers. They lived to be very old men, and remained good friends till their death.

QUESTIONS.

What business did the two Scotchmen follow? How did they generally travel? What happened to them one evening? Were they both robbed? Why? What did Macpherson offer to do? Did Donald accept the offer? What happened the next day? How were the robbers secured? Did Donald recover his money? Were they afterwards troubled by robbers? Did they continue friends?

LESSON XLVI.

THE TWO SISTERS.

1. On the side of a hill stood the lowly cottage of a poor widow, who had once seen prosperous days; but since her husband's death, she had fallen into the greatest poverty; and, having two daughters to support on her scanty earnings, which were scarcely sufficient to support them, through grief and exertion she fell sick, and could not raise herself from off her bed.

2. This was a heart-breaking circumstance for them all; and her two daughters began to foresee the misery that was surrounding them, now they were deprived of the assistance of their mother. The eldest of the two sisters, Mary, was nearly twelve years of age, but from her great indolence she was quite incapable of assisting either herself, her parent, or her sister Jane, who was two years younger than herself, but very different in disposition; for she was an industrious little creature, and took great delight in keeping the house clean and neat.

3. And now that her mother lay ill, she took every opportunity of earning a trifle to procure such necessities as would, she hoped, restore their mother to them in good health. One evening, while these two girls were sitting

in the bed-room with their mother, Jane said to her sister, "Mary, what can be the use of our sitting down and fretting? that will not be any assistance to our poor mother; it only makes her worse, for you know she cannot bear to see us distressed.

4. "Now I have been thinking, that we might do something or other, and thereby assist our poor mother; for it is sinful for us to remain here in idleness, when we know how hard she must have toiled to maintain us, when we were too young to give her any assistance." "That is always the way," said Mary; "every one calls me idle because you are always stirring about the house; besides, you are mother's favorite, and she says you are never idle. I cannot work; I have never been used to it; and as I was well brought up, it would be beneath me to labor with my hands."

5. "Oh! Mary," said Jane, while the tears started in her eyes, "how can you talk so; surely there can be no disgrace in laboring with your hands, when a sick and helpless mother is lying dependent on our exertions for support; but there is no occasion for your working; you have received a good education, and mother says you are quite capable of instructing the village children to read and work: now, dear sister, if you would only try to open a little school, how much that would help us, and mother would be very glad to see you make the attempt.

6. "Now, I think, if you began, you would meet with great encouragement, for all the neighbors are very kind to us; and but for their kindness I fear our dear mother would not have been so well as she is now. I will do whatever I can to earn a little; I will work in the fields, and keep the house clean; I will go on errands for the neighbors, or do anything else in which they are pleased to employ me."

7. "You may do as you please, Jane," said the idle Mary; "but it is useless for you to expect me to do anything; you know I have not strength sufficient to bear the fatigue of keeping a school; I cannot work as you do."

Jane said no more; but sighing deeply, went to her mother's bedside, and kissing her pale cheek, told her not to be dull, for that she was going out to work all day, and that she hoped she should be enabled to bring her home something nice for supper.

8. "My dear child," replied her mother, may Heaven reward your duty and affection, both to me and your sister. Ah!" she added, "what a source of happiness it would be to me, if Mary would try to make herself as useful as you are." Mary hung down her head in silent shame: she could have wished that she had learned to work like her sister, and felt half envious of Jane, for being so active and industrious, but still her indolence made her think it as well that Jane was not idly inclined: "For," said she to herself, "if it were not for my sister, both I and mother must starve."

9. As it was now harvest-time, Jane engaged herself to work in the fields, and as the farmer saw she was industrious and obliging, he gave her constant employment during the remainder of the season; but when that time was over, poor Jane had a sad time of it indeed, for her poor mother still continued ill, and Mary was as idle as ever; and being unable to procure work, they were in the greatest danger of perishing for want of food.

10. One day as little Jane was going from one farmhouse to another, soliciting employment, a person, taking compassion on her youth, gave her a trifle of money, with which she purchased a small loaf of bread, and took it home to her mother. The poor woman thanked the good little girl, and breaking the bread, divided it between them, reserving a very small portion to herself. The two girls seated themselves on the step of the door, beside each other, and had just begun to eat their scanty meal, when a poor woman, clothed in rags, passed by. She looked very piteously, and in a low tone, begged a little of the bread that Mary was eating.

11. "Bless me," cried Mary; "why what can the woman be thinking of, to suppose I could spare her a part of my bread? Go away, you silly creature, it is

very unlikely that I would give you a part of my bread; no, no, I want it myself." The poor woman now turned from Mary, and pleaded in the same manner to Jane; the kind-hearted Jane, to the great surprise of her sister, gave away her piece of bread, saying she would rather suffer herself, than see so aged and feeble a fellow-creature in want.

12. "May heaven reward such kindness, my good little girl," said the old woman; "and depend on it, you will never want, for having bestowed your supper this night, on a poor old woman." "Fine promises indeed!" said Mary; "and more foolish you, Jane, to believe them; why did not you give me your bread, if you could not eat it yourself, instead of giving it away to the old beggar?" Mary now ran to her mother, saying, "Do you know, mother, Jane is quite beside herself?"

13. "Ah! heaven help me," said her mother, "if anything has happened to my dear Jane, what will become of you and me?" "Well then, mother," said Mary, "Jane must have lost her senses quite; for it is not more than five minutes since she gave away her piece of bread to an old woman, who told her a parcel of nonsense about the reward she would have for her kindness." "Jane is not beside herself, then," said the mother; "for you know your sister is as humane as she is industrious and sweet-tempered.

14. "And who can tell how long that poor old woman has been without victuals? Remember, my dear, if a kind stranger had not given your sister the trifle this morning, we should have been without, ourselves; and where we are to get the next meal from, goodness only knows." Jane now came in, when her mother, turning towards her, said, "My dear child, I am sadly afraid you will suffer severely to-night, for Mary informs me you have given away the share of the bread you had to eat; I am sure, my poor child, you must be very hungry."

15. It was true, Jane was rather hungry, but she still felt happy in having performed a good action, and would not complain; and when they went to bed, she bade her

mother "good night" with such an air of gaiety, that her parent felt as satisfied as if she had seen her partake of a hearty meal; and she said to herself, "Surely such a worthy child will never be in want, or live unblessed by the protection of Heaven."

16. This, surely enough, proved to be the case. A wealthy and benevolent lady, passing the cottage, was struck with the appearance of this little girl, who sat in the door, busily engaged with her work. She ordered the driver to stop, and entering the cottage she was much affected with the account which Jane's mother gave of her situation, and the affectionate conduct of Jane during her illness. The lady immediately resolved to have them removed to a neat little cottage of her own, near where she resided. By Jane's industry and the assistance which this kind lady afforded them, they lived comfortably, and were no longer in fear of perishing with want.

QUESTIONS.

What misfortune befell these sisters when they were young? Were they very much alike? What was the difference? Did Mary try to do anything to assist in maintaining them? Why? What did Jane do to earn something? Do you remember anything about the beggar-woman? What did Mary think of Jane's conduct? How was this family relieved from their distressed situation?

If Jane could earn 2 cents an hour, how much would that be a day (twelve hours)? Which of these girls do you think most worthy of esteem? Why? At $12\frac{1}{2}$ cents a day, how much would Jane earn in working a week? At one dollar a week, how much in a year? How much in half a year? In three months?

LESSON XLVII.

HARRIET AND HER MOTHER.

Mrs. Selwyn and her daughter, after a charming little walk in the fields, took a seat on a bank, under the shade

of a tree, where they could see the country round; and near them were two men mowing down the grass.

Harriet. Of what use is mowing, mother? I am sure the fields look prettiest while the grass is growing.

Mrs. S. The grass, when cut down, becomes dry by the heat of the sun; it is then called hay, and is the food for horses, and cattle, which would otherwise be starved, in winter, when the ground is covered with snow; and for the food we give them, they work for us; so that you see we are all dependent upon one another, even to the beast of the field.

H. Will you be so kind as to lend me that pretty book of prints you let me look over yesterday? one of them represents a field of hay, with all the people at work, at haymaking.

Mrs. S. No, Harriet, I cannot lend it to you to-day.

H. Why not?

Mrs. S. Because I have lent it to somebody else.

H. How sorry I am.

Mrs. S. You surely will not be sorry, when I tell you that I have lent it to your cousin Anna, who will find great amusement in looking it over; and you must not grieve that I had it in my power to afford her such a pleasure.

H. No, I am very glad: she is so amiable, and so much my friend.

Mrs. S. I knew you would soon be reconciled to not having it yourself.

H. I hope she will not spoil it.

Mrs. S. I entertain no fears of that kind, she is so very careful of her own things; and even admitting she was not equally so of my book, ought I, because it is barely possible she might spoil it, to refuse to lend it to her?

H. I do not think I could refuse her anything, yet it would be a great pity, were she to damage those prints.

Mrs. S. Pray, have you never had occasion to borrow anything yourself?

H. Oh, yes; very often.

Mrs. S. And were you very careful to return everything, in the same state in which it was lent you?

H. Not always; for only yesterday, I broke the wheel of my brother's cart, which he lent me to play with in the garden. There was a large stone which I did not see, as I was looking at the cart which I was drawing after me, and so down I went: fortunately, I escaped unhurt, though the cart lost one of its wheels.

Mrs. S. And would you like, that your brother should refuse to lend you any more of his play-things, because of this misfortune?

H. Certainly not, I should be much grieved, were he to take it up so seriously.

Mrs. S. You perceive, therefore, that children would be their own enemies were they to refuse to lend each other play-things, under the pretence that they might be spoiled: you would no longer have the use of your brother's, or any friend's toys, which I dare say, often appear much prettier than your own.

H. That is very true, mother.

Mrs. S. Then never make yourself uneasy, for fear yours should be spoiled by lending them in your turn, since you are not more careful than other children; though it is but right to take particular care of what belongs to others, since those who break the toys of their friends out of spite or through downright carelessness, do not deserve to have them again when they wish to borrow them. But you now perceive, that we must make ourselves serviceable to others, if we wish them to do us a favor in their turn. No one can be absolutely independent of others; therefore, be it your care to make yourself many friends, which is much more difficult than to make yourself many enemies, since the first requires some exertion, and great good-nature, and much self-denial; the other, only to be unpleasant and disagreeable.

QUESTIONS.

What is grass mown for? What did Harriet wish to see? Why could she not have it? Was she sorry it was lent?

Why was she willing Ann should have it? Is it not right for persons to oblige each other? Are we not all more or less dependent on each other? Is it not much easier to make persons our enemies than to make them our friends?

LESSON XLVIII.

KIND BEHAVIOR, THE BEST WAY TO SUBDUE ENEMIES.

1. Little Daniel was extremely fond of his father and mother, and was still more tenderly beloved by them; all their relations wished their children to seek his intimacy, in the hopes that they would become as good as he was, by associating with him. There was also a little boy of the name of David, residing in the same neighborhood, and who was as mischievous as Daniel was good. It was his delight to beat every child that was not so strong as himself, and to make game of the poor instead of assisting them. Nor were these his only bad qualities.

2. One day, he was severely punished for having told a falsehood. His father told him that there could not be a more despicable crime; adding, "And you are the more to blame, as you have had so good an example in Daniel, from whose behavior you ought to model your own." David, extremely provoked to hear Daniel praised at his expense, resolved to be revenged on him the first time he met with him. It happened that Daniel had a beautiful little ship given to him, which he was for the first time then going to sail.

3. Just as he was in the act of launching it off into the water, the sly and envious David came softly behind him, and pushed him into the water, and then ran away. Fortunately, the pond was not deep, so that Daniel was no otherwise hurt, than being entirely wet through, while David, frightened at what he had done, dared not go home till the evening, and then he slunk into the house like a

wicked, guilty coward. Daniel's friends hastened to David's father, to tell him how basely his son had acted; David was, in consequence, sent supperless to bed, and would have been severely whipped, into the bargain, had not Daniel begged him off.

4. This proof of his forgiving temper, made so lively an impression on David, that he, from that moment, felt something like affection for him, and could not help acknowledging to himself, that he was at all events much less inclined to bear malice than he had ever been. This conviction led him first to esteem, and then to love him; and as they became daily more intimate, he had the more frequent opportunities of discovering his good qualities, till at last he resolved to make him his model, in hopes of being equally respected and beloved.

5. Actuated by such generous emulation, they soon became inseparable friends, and only disputed who should be most zealous in the discharge of their various duties. This striking alteration in David, did not pass unnoticed by his friends, whose good-will and esteem he consequently soon recovered; their praises encouraged him to persevere, which he did, and with such credit and success, that at the end of one year, not one of his acquaintances or friends recollected how wicked he used formerly to be.

6. Grateful to his young friend, David anxiously watched for an opportunity of making amends for his former illnature; and chance at length put it in his power. One day, when they were working together in a garden, a mad dog burst through the hedge, and flew at Daniel's legs. David, with admirable presence of mind, seeing the danger of his friend, caught up the spade, and before the foaming animal's teeth had pierced through Daniel's trousers, he stunned him by a blow on the head.

QUESTIONS.

What was the character of little Daniel? What of David? Why was David offended with Daniel? What did he do to him? Was he punished for this? Why was he not whipped? How did this act of kindness affect David? What was his conduct after this? Did they become friends? How did

David show his friendship for Daniel? If Daniel had sixteen cents, and David twenty-five, how many had they both? How many more had David than Daniel? If Daniel should give seven of his to a poor boy, and David eleven, how much would each have left? How much both? How much did they give away?

LESSON XLIX.

WESTERN TRAVELLERS.

1. About the middle of December last, two men, travelling from St. Louis to the northwestern part of Missouri, fell in with another traveller, named Jones, who was journeying towards his residence, which was about fifty miles this side of the destination of the other two. The air became more raw and chill, as they proceeded northward, and the snow fell in considerable quantities at intervals.

2. When within about two days' journey of their home, the cold set in most intensely, the wind rose in all its fury, and beneath its howling blast the sturdy trees of the forest bent like the slender osier, and the limbs, hurled from their trunks, were scattered on the ground; the fleecy flakes of snow, were thickly twirled through the murky atmosphere, and "clouds were piled on clouds' majestic darkness," till not a speck of blue was discernible on the face of heaven, and day put on the appearance of gloomy night.

3. Unable to proceed on horseback, through the meeting of the trees that crashed together above their heads, they dismounted, and on foot pursued their doubtful way through the darkened forest, unable to discover the path, as the snow had entirely covered it. Scarcely able to endure the cold, Jones was disposed frequently to lie down, and commit himself to the care of Providence, but was prevented by the others, as the numbness and torpor, and disposition to sleep, had not yet taken possession of them.

4. At length, finding him unable to speak, and his whole power of body overcome as it were by sleep, and judging by their own feelings that the like must soon come upon them, they determined to leave him and endeavor if possible to make their way to some habitation. Night was just setting in, and death in its most appalling form stared them in the face. Surrounded with all the horrors of darkness and solitude, they continued their hopeless way, through brambles and low underwood, for some distance, till their ears caught the welcome sound of a cow-bell.

5. The wind, whistling as if it were from the four corners of heaven, prevented them from ascertaining whence it proceeded. However, after sometime, they observed a light from a little hut; that, together with the sheep cot and stable attached to it, was the only mark of civilization for several miles in this dreary solitude. "We approached," said the narrator, "and knocked at the door. A quick nimble step, was the only answer, and the door immediately opened.

6. A female appeared, and at first exhibited considerable surprise, starting back a few paces, but immediately advanced and invited us in. Our necessities were eagerly, and with the utmost pleasure attended to by the family, which consisted of the wife, two sons, and as many daughters. When, by the fire and other means resorted to by the family, we had recovered sufficiently the power of speech, we informed them of the distressing situation in which we had left a fellow traveller, about a mile back, as we supposed.

7. From their conversation, I had learned that their father was expected that day, from St. Charles, whither he had gone on business. We readily perceived from the countenances of the family, that they entertained a fearful conjecture who the traveller might be. We wished to accompany the two young men, who immediately prepared to set out for the unfortunate sufferer, but they refused, inasmuch as we were scarcely able to walk, and would necessarily detain them, and could give them very

little assistance towards finding the place, as from the drifting of the snow in heaps, we could not be able to distinguish the way we had come.

8. They called their sheep-dogs, and lighted a flambeau each, and taking some blankets in which to wrap his body, started after him. After the sons had started, we noticed particularly, the uneasiness of the affectionate wife. At every little interval she would open the door, and look to see if her sons were coming. One of us put our hand on the mantel on which were piled some books, and taking down a small pocket Bible, we noticed written on one of the blank leaves, 'Joshua Jones.'

9. We both agreed that he undoubtedly was the sufferer whom we had left behind; yet we mentioned not our impressions to the family. We were invited to partake of a repast, that had been hastened on our account. As we were about sitting down, the lady went to the door, and seeing her sons advance with the body, recognised the features by the glare of the torches, uttered a shriek, and fell on the floor. He was brought in and laid on a bed before the fire, and friction, and fomentation with hot liquor, and, in fine, everything was tried to restore him, but to no purpose.

10. The mortal numbness had seized his body; the chill of death had frozen his vitals; the heart was stagnant, and to beat no more. The voice of lamentation filled the house. The loving wife and daughters mingled their distressing wailings; and the manly nature of the sons, which supported them while there was any hope of restoration, and enabled them calmly to use every means in their power for their father's recovery, sunk under their weight of wo, and they wept aloud.

11. We endeavored to calm the agitation and sorrow of the distressed family; and though they 'sorrowed not like those without hope,' yet their grief was violent; and though the hour was late when they retired to rest, yet the sobs that ever and anon broke the silence of night, indicated the absence of repose from the eyelids of the afflicted. We watched the corpse till morning, which

was as calm and beautiful as the day previous had been tempestuous and terrible, and fitly represented the calm and glorious beauties of that eternal world to which the traveller, wearied with the storms and hurricanes of this world, had gone to dwell forever.

12. In the evening the corpse was interred, in one corner of the garden that lay before the house, in all the solemnity of silent, weeping woe, with the happy assurance of its participating in the resurrection of the just, when mortal shall put on immortality, and death be swallowed up in victory. On the following morning we left the disconsolate family, who would have gladly detained us, as grief finds always a partial relief in the sincere condolence even of strangers."

QUESTIONS.

Where were the two men going? Whom did they fall in with in their journey? What happened to them? Were they able to get along? Which of them was frozen? Where did the travellers arrive? Whose house did it prove to be? Who went in search of the man? Did they find him? Did they try to restore him? Why could they not? How long did the travellers stay?

If they had travelled 65 miles, before it began to snow, and 32 miles afterwards, how far had they travelled?

LESSON L.

THE BEREAVED SISTER.

1. In the spring of 1824, I contracted an acquaintance in one of the cities of the south, with a gentleman who had removed from England to this country with two small children, the one a boy of ten years, the other a girl of nine years of age. These children were the most lovely beings I ever saw. Their extreme beauty, their deep and artless affection, and their frequent bursts of childish and innocent mirth, made them as dear to me as if I had been the companion of their infancy.

2. They were happy in themselves, happy in each other, and in the whole world of life and nature around them. I had known the family but a few months, when my friend was compelled to make a sudden and unexpected voyage to South America. His feelings were imbittered by the thoughts of leaving his motherless children behind him; and as I was on the point of embarking for Liverpool, I promised to take them to their friends and relations.

3. My departure was delayed two weeks. During that period, I lived under the same roof with the little ones that had been consigned to my charge. For a few days they were pensive; and made frequent inquiries for their absent father; but their sorrows were easily assuaged, and regret for his absence changed into pleasant anticipation of his return.—The ordinary sorrows of childhood are but dewdrops upon the eagle's plumage, which vanish at the moment the proud bird springs upwards into the air to woo the beautiful flashes of the morning.

4. The day of our departure at last arrived, and we set sail on a quiet afternoon of summer. It was a scene of beauty, and my heart fluttered as wildly and joyously as the wing of a young bird in spring time. It seemed as if "man's control had stopped with the shore" that was retreating behind us, and left the world of waters to give back the blue of the upper skies as purely and peacefully as at the first holy Sabbath of creation.

5. The distant hills bent their pale blue tops to the waters, and as the great sun, like the image of his Creator, sunk down in the west, successive shadows of gold, and crimson, and purple came floating over the waves, like barks from a fairy land. My young companions gazed on those scenes steadily and silently, and when the last tints of the dim shore were melting into shadow, they took each other's hand, and a few natural tears gushed forth as an adieu to the land they had loved.

6. Soon after sunset, I persuaded my little friends to let me lead them to the cabin, and then returned again to look out upon the ocean. In about half an hour, as I

was standing musingly apart, I felt my hand gently pressed, and on turning around, saw that the girl had stolen alone to my side. In a few moments, the evening star began to twinkle from the edging of a violet cloud. At first, it gleamed faintly and at intervals, but anon it came brightly out, and shone like a holy thing upon the brow of the evening.

7. The girl at my side gazed upon it, and hailed it with a tone which told that a thought of rapture was at her heart. She inquired with simplicity and eagerness, whether, in the fair land to which we were going, that same bright star would be visible; and seemed to regard it as another friend, that was to be with her in her long and lonely journey.

8. The first week of our voyage was unattended by any important incident. The sea was, at times, wild and stormy, but again it would sink to repose, and spread itself out in beauty to the verge of the horizon. On the eighth day the boy arose pale and dejected, and complained of indisposition. On the following morning he was confined by a fever to his bed, and much doubt was expressed as to his fate by the physician of the vessel.

9. I can never forget the look of agony, the look of utter woe, that appeared upon the face of the little girl, when the conviction of her brother's danger came slowly home upon her thoughts.—She wept not; she complained not; but hour after hour she sat by the bed of the young sufferer—an image, of grief and beautiful affection. The boy became daily more feeble and emaciated. He could not return the long and burning caresses of his sister; and at last a faint heaving of his breast, and the eloquence of his half closed eye, and a flush, at intervals, upon his wasted cheek, like the first violet tint of a morning cloud, were all that told he had not yet passed “the dark day of nothingness.”

10. The twelfth evening of our absence from land was the most beautiful I had ever known, and I persuaded the girl to go for a short time upon deck, that her own fevered brow might be fanned by the twilight breeze.

The sun had gone down in glory, and the traces of his blood red setting, were still visible upon the western waters. Slowly, but brilliantly, the many stars were gathering themselves together above, and another sky swelled out in softened beauty beneath, and the foam upon the crests of the waves were lighted up like wreaths of snow. There was music in every wave, and its wild sweet tones came floating down from the fluttering pennon above us, like the sound of a gentle wind amid a cypress grove.

11. But neither music nor beauty had a spell for the heart of my little friend. I talked to her of the glories of the sky and sea—I pointed to her the star on which she had always loved to look—but her only answer was a sigh—and I returned with her to the bedside of her brother. I perceived instantly that he was dying. There was no visible struggle—but the film was creeping over his eye, and the hectic flush of his cheek was fast deepening into purple. I know not whether, at first, his sister perceived the change in his appearance; she took her seat at his side, pressed his pale lips to her own, and then, as usual, let her melancholy eye rest fixedly upon his countenance.

12. Suddenly his looks brightened for a moment, and he spoke his sister's name. She replied with a passionate caress, and looked up to my face as if to implore encouragement. I knew that her hopes were but a mockery. A moment more, and a convulsive quiver passed over the lips of the dying boy—a slight shudder ran through his frame—and all was still. The girl knew, as if intuitively, that her brother was dead. She sat in tearless silence—but I saw that the waters of bitterness were gathering fearfully at their fountain. At last she raised her hands with a sudden effort, and pressing them upon her forehead, wept with the uncontrollable agony of despair.

13. On the next day the corpse of the dead boy was committed to the waves. The little girl knew that it must be so, but she strove to drive the thought away, as

if it had been an unreal and terrible vision. When the appointed hour was at hand, she came and begged me, with a tone that seemed less like a human voice than the low cadence of a disembodied and melancholy spirit, to go and look upon her brother and see if he was indeed dead.

14. I could not resist her entreaties, but went with her to gaze upon the sleeping dust, to which all the tendrils of her life seemed bound. She paused by the bedside, and I almost deemed that her very existence would pass off in that long, fixed gaze. She moved not—she spoke not—till the form she loved was taken away to be let down into the ocean. Then indeed she arose, and followed her lifeless brother, with a calmness that might have been from heaven. The body sunk slowly and solemnly beneath the waves; a few long, bright ringlets streamed out upon the waters, a single white and beautiful glimpse came up through the glancing billows, and all that had once been joy and beauty, vanished forever.

15. During the short residue of our voyage, the bereaved sister seemed fading away, and beautiful as a cloud in a summer zenith. Her heart had lost its communion with nature, and she would look down into the sea, and murmur incoherently of its cold and solitary depths, and call her brother's name, and then weep herself into calmness.

16. Soon afterward I left her with her friends. I know not whether she is still a blossom of the earth, or whether she has long since gone to be nurtured in a holier realm.—But I love the memory of that beautiful and stricken one. Her loveliness, her innocence, and her deep and holy feelings, still come back to me in their glory and quietude, like a rainbow, or a summer cloud, that has showered and passed off forever.

The following lines are a humble tribute of a friend, to the memory of a sweet little girl.

17. When last I heard thy dulcet voice,
Sweet child of mirth and song,

I thought life's bright and sunny day
 With thee might yet be long:
 I dreamt not that the time could be
 When I should o'er thee weep,
 That death should o'er thy playful form
 His lasting vigils keep.

I've seen thee in thy joyous hours,
 Like some fair spirit glide—
 And watched the shade of pensive thought,
 While musing at my side:
 Yet still where'er thou wast or went,
 A grace and sweetness shone—
 A gentle bearing crowned each act,
 A kindness all thine own.

18. And what of form, and face, and mien
 Did not in thee unite—
 In mind, a beauteous dawn appear'd,
 It spoke a radiant light:
 There was a spell about thee, child—
 A magic o'er thee cast;
 To see thee, was to love thee still—
 To love thee till the last.

But all the love, and hope, and joy,
 Thus treasur'd up in thee,
 Have fled, as (soon or late) our dreams
 Of earthly bliss must flee:
 The autumn winds have o'er thee passed,
 E'en in thy blooming hour,
 And perished are thy sweets from earth—
 Thou fair and fragrant flower.

19. And I—should life and health remain—
 When summer months draw nigh,
 Shall miss the music of thy voice,
 The lustre of thine eye;
 Shall miss thee in the garden walk,

Where thy light footsteps stray'd—
And on the lawn with verdure crown'd
Where thou so oft hast play'd.

Ah!—Yes, 'tis past, and I shall see
That cherub smile no more;
And with thy stricken parent's love,
I must thy loss deplore.
But HE, who gives and takes at will—
By whom *thy light* was given—
In perfect wisdom called thee hence,
To dwell with him in heaven.

QUESTIONS.

Where did the two children come from? Why did their father leave them? What did the gentleman with whom they were left, promise to do? What happened on the voyage? Were these children very much attached to each other? How was the little girl affected at the loss of her brother?

If it be three thousand miles from Charleston to Liverpool, and the vessel sailed one hundred miles a day, how many days would she require to perform the voyage?

LESSON. LI.

THE LISTENER.

1. Charlotte had a constant desire to hear what everybody was saying, and she was so mean as to listen at doors, and hide herself, that she might have an opportunity of discovering things that were not intended for her to know.

2. Her mother often told her, that a listener is almost as bad as a thief. A thief steals money, or property that belongs to other people; and a listener steals the secrets of others. All persons who are in the habit of listening, make themselves appear mean and contemptible, and deserve to be despised and punished.

3. When her father and mother wished to have any conversation, which they did not wish her to hear, they sent Charlotte out of the room; but she would remain at the door listening. Once when she was listening at the door, with her ear close to the key-hole, one of her curls got entangled in the key, and when her father suddenly opened the door, she was pulled forward into the room, and her nose so much hurt that it bled.

4. When she knew that her mother had visitors in the parlor, or that her father had gentlemen there on business, she would quit her lessons, or her playthings, and creep softly down stairs, and listen at the door; or would slip into the garden, and crouch down under the open window, that she might hear what they were saying.

5. Once when she was stooping half double under the parlor window, her father, not knowing she was there, finding a fly in a glass of beer that he was about to drink, went to the window to throw it out, and emptied the whole of it on Charlotte's head.

6. One evening, when she had been sent to her bed, she heard the door-bell ring, and the voices of a gentleman and lady who had come to visit her father and mother. After awhile, her curiosity to hear the conversation became so great, that she got up, intending to listen at the parlor door. As she stole down stairs, barefoot, and in the dark, holding by the banisters, she fell over a bucket of water, which the chambermaid had left on the landing, while she went to get the pitchers to fill them for the night.

7. The bucket and Charlotte rolled down stairs together, and so great was the noise, that every one in the house, even the visitors ran into the entry to see what was the matter. She was wet all over in the fall, and very much hurt, and she had to confess that she was coming down stairs to listen, when she fell over the bucket.

8. At another time, when she heard her mother say that she expected two ladies at three o'clock on particular business, Charlotte went into the front parlor before the time of their arrival, and hid herself under a large rolling-chair. Here she lay until the ladies arrived, and

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her mother came down to them. A dog, belonging to one of the ladies, ran directly to the chair, and began to snuff, and scratch, as if he had found something.

9. The lady said, "I think Carlo must have scented a cat under the chair." Charlotte's mother went directly to the chair, but before she reached it, the dog had lifted the curtain with his nose, and discovered the girl; who, overcome with shame and confusion, hid her face with her hands. Her mother, calling one of the maids, desired her to take Charlotte, and lock her up in a back chamber for the rest of the day.

10 She continued this practice, till one evening, when the servants having some company in the kitchen, she was very anxious to know what they were talking about. She thought she would hide herself on the landing of the cellar-stairs, and as there was a large crack in the door, she could hear all that was said. She accordingly took her place, and seated herself on a log of wood which happened to be there. After listening to the conversation for sometime, she fell asleep; and when the company retired, the servants, not knowing that any one was there, locked the door and went to bed.

11. After dozing awhile, she lost her balance, and fell headlong down the stairs, and the log after her, with a noise that alarmed all the house. The terrified parents and servants immediately ran down to ascertain the cause of the disturbance, when, to their astonishment, they found Charlotte at the bottom of the cellar stairs, covered with blood, and apparently lifeless.

12. She was taken up, and soon revived, but she was found to be very much hurt. Her bruises were dressed, and after several weeks she recovered. After this, she was never known to be guilty of the mean, and dangerous trick of listening.*

QUESTIONS.

What was Charlotte's fault? What did her mother often tell her? How ought listeners to be treated? What did her

* This trick is sometimes called eaves-dropping.

parents do with her, when they wished to have private conversation? What happened to her, while listening at the key-hole? What, when she was listening at the window? What, when she got up to go down stairs in the dark? What, when her mother expected the two ladies? How did she appear, when caught? What was her punishment? Relate the circumstances, which finally broke her of the habit of listening?

If Charlotte was eleven years old, how much older was she than Mary, who was but five? How much older than Ellen, who was but three? What is the sum of all their ages? How much more or less than twenty is it? How old would Charlotte be, if she lived nine years longer?

LESSON LII.

THE FAWN.

1. Edmund and his sister Clara, were on a visit to their uncle's, who lived in a very remote part of the country, on a large farm. The children, who had never before been so far from the city, were delighted to play in the meadows and orchards, and to climb the rocks, and ramble through the woods, in company with their cousin Philip, who was a little older than Edmund.

2. One day they heard their aunt say that she wanted some fox-grapes to make jelly; and they recollected having seen a great many in the woods about two miles off. They offered to go and gather a large quantity for her; and as the baskets would be too heavy for them to carry so far, their uncle said he would let them take the light wagon when they went for the grapes.

3. Philip allowed Edmund to help him harness the horse, and lifting Clara into the back seat of the wagon, with a pile of baskets before her, the boys placed themselves on the front seat, and they set off in high spirits.

4. They soon came to the place where they had seen the fox-grapes so abundant. It was a sort of opening in

the forest, where the surrounding trees were completely covered with vines that ascended to their highest branches, and also ran along the ground, so as to form a close thicket.

5. These vines were loaded with large bunches of fine, ripe, purple grapes, in such profusion, that barrels full might have been gathered in a short time. The children got out of the wagon, and proceeded industriously to the business of picking the grapes, and filling their baskets with them. It must, however, be supposed that they ate some as they went on.

6. They were talking and laughing very merrily when they saw the vines, that were low on the ground, begin to move. Clara screamed out that a panther must be hidden under them; and the boys, to keep her safe, put her into the wagon until they could discover what it really was.

7. Each then armed himself with a club, and advanced to the place where they had seen the shaking of the vine-leaves. Clara was very much frightened, and begged the boys to let the panther alone, and to jump into the wagon and drive home. The boys, however, would not listen to her; and presently the head of an innocent little fawn came out from the vine-leaves.

8. "There Clara," exclaimed Philip, "there is the object of terror! Only a pretty little fawn, that I suppose has strayed away from its mother." Clara immediately jumped out of the wagon to look at the fawn, and found it entangled in the twisting vine-branches.

9. "Oh Philip! oh Edmund!" said she, "do let us take this dear, sweet creature home with us; we shall have no trouble in catching it, for the branches are holding it fast for us. What a charming plaything it will be! I love it dearly, already."

10. Edmund was delighted with the idea of carrying the fawn home, and wanted to take hold of it. The poor thing was very much frightened, and trembled all over. Philip then said, he thought it better to leave the fawn where it was; that the mother could not be very far off,

and that the little animal would be much happier, to continue to run through the woods at liberty.

11. But Clara could not give up the pleasure of having so pretty a pet, and Edmund also thought that he should like very much to play with it. He proposed that Clara should take it into the wagon, and hold it there, while he and Philip finished gathering the grapes. The fawn struggled so much to get loose, that Clara's strength failed her, and Edmund was obliged to take her place and hold the fawn, while she took his place at the grape-vine.

12. When the baskets were filled, the children set out for home. As soon as they arrived at the front gate, Edmund and Clara began, both together, to tell of their adventure; but their uncle and aunt said, they agreed with Philip in thinking that it would have been better to have left the fawn in the woods, and to have allowed him to remain at liberty.

13. The children, however, were of opinion that it would not have been happier in the woods than they could make it. Clara carried it to her chamber and got a bowl of milk for it; but the poor creature was too much frightened to eat, and hid itself under the bed, where it lay trembling. It was very restless all day; but towards evening, being quite hungry, he ate some grapes and a little milk, to the great joy of Clara, who was afraid he would starve.

14. The next morning the boys got some old boards and made a house for the fawn, under the shade of a large tree in the garden; and for fear he should escape, they tied him to a tree by a long cord. They treated him with all sorts of dainties, but he did not seem fond of any of them; and although he was very much caressed, and dressed every day with flowers, he did not seem happy. Philip urged his cousins to let him be carried back to the woods, but they would not consent to let him go.

15. One day, Edmund came home from the woods bringing a large green branch, filled with red berries. "*Here Clara,*" said he, "see what I have brought for

the fawn; they are so fine and beautiful, that I have saved them all for him, and I am sure he will like them. They then held out the branch of berries to him, and were greatly disappointed to see him turn away from them in disgust.

16. They supposed, however, that it was because he did not know how good they were, and they thought they would force him to eat a few of them; and they had no doubt but when he had once tasted them, he would like them so well, that he would eat them all. Accordingly Edmund held the fawn while Clara forced the berries into his mouth, and after awhile he swallowed some of them, though very reluctantly.

17. After they had thus fed the pet, they were called to tea; and when they went out afterwards to carry him his supper of milk and sugar, what was their astonishment to find the poor animal extended on the ground, shaking, gasping, and uttering the most plaintive cries!

18. Edmund ran to call his uncle, who said immediately, as soon as he saw the fawn, that it had been poisoned. "Oh," exclaimed Clara, "who could have been so wicked as to poison him? Edmund and I have never allowed any one to feed him but ourselves. I am sure he has had nothing since dinner but these pretty red berries," taking up the branch which lay on the ground.

19. "Ah," said Philip, "that is the very thing. Those berries are a most deadly poison, and nothing now can save him." Just as Philip spake these words, the poor fawn stretched himself out and died. Clara and Edmund cried bitterly, and were very sorry they had not left him in the woods where they found him; for then, said they, he might have lived happily, and grown up to be a fine Deer.

QUESTIONS.

Where were Edmund and Clara visiting? With what were they very much pleased? What was the name of their cousin? What did their aunt want? What did they offer to do? How did they go? What did they find among the grape-vines? What did they do with it? Did they carry it home? What did their uncle and aunt think about it?

What did the boys do the next day? Where did they build the house? Did the fawn appear to be happy? What did Philip urge them to do? What did Edmund bring home from the woods? What did they do with the berries? What effect had they upon the fawn? Were they sorry they had brought him from the woods? If he had been left to grow up, what would he have been? If they picked three bushels of grapes, how many peck baskets would they fill? If they gathered a peck in five minutes, how long were they in gathering the whole?

LESSON LIII.

OBEDIENCE REWARDED.

1. One evening, Edward was talking to a lady who visited at his mother's house, about a very large kite, which he said he used to fly higher than the tallest trees. "And what has become of this famous kite?" asked the lady.

2. "Oh," replied Edward, "it flew to the top of the house, and caught in one of the chimneys; and when it was taken down the paper was torn to pieces; but I am glad the frame was not broken, for when I have money enough, I shall buy some very large sheets of paper, and make a kite quite as good as the one I have lost."

3. The lady took a few shillings from her purse and gave them to Edward, that he might buy the paper for his kite whenever he chose. Edward turned the money in his hand, but did not speak. Soon after, the lady went out of the room, and did not see Edward again that night.

4. The next morning as she was coming down stairs to breakfast, she heard a whispering sound, and she saw Frances, Edward's eldest sister, running to peep, as if to look for some one. Just as the lady reached the parlor door, Edward came forward and put a letter in her hand, and then ran away so quickly that the lady could not find time to speak to him.

5. She opened the letter, and was astonished to find the money she had given Edward, wrapped up in it. She then read the following words: "Mamma does not permit us to accept money from any visitors: I am very much obliged to you, and should have been glad to buy the paper for my kite; but I cannot keep it without disobeying my mother."

6. Now, the lady knew that Edward could not write; therefore, that Frances must have advised him to return the money, and that it was not his own doing. But she learned, that Edward had begged his sister to write for him; and she was so happy to find her little friend an obedient boy, that she promised she would ask his mother to allow him to receive the money; and "I think," said she, "your mother will not refuse, when she hears how well you have obeyed her commands."

7. All the children were assembled in the parlor after breakfast, when the lady was telling the history of the money to their mother. They were very much afraid that Edward would not be permitted to keep it; but their mother would not refuse the kind lady's request, and the children showed their joy, by jumping about the room.

8. Edward was particularly happy, because his mother praised him, and said that she should be able to depend on him for the future. He ran up stairs to put his money in a drawer, for he could not buy his paper that day, as the shop where it was sold was two miles from his father's house.

9. His brothers and sisters were preparing to have a game at blind man's buff; and they called him to come to play with them. It was Edward's turn to be blinded, and as he was running round the room, he accidentally ran against the window, and broke a pane of glass. This was a terrible accident!

QUESTIONS.

What was Edward talking to the lady about? What became of the kite? What did he intend to do? What did

the lady do? Did he keep the money? When did he return it? Why? What did the lady say to him? Did his mother consent that he should keep it? What play did the children engage in? What accident happened? Do you know how many pence make a shilling? If the lady gave him two shillings how many pence would that be? If three shillings, how many pence?

LESSON LIV.

THE SAME, *Continued.*

1. Edward knew that he ought to run directly, and tell his mother that he had broken a window, as she had commanded him always to tell her of any accidents that happened. But he did not move at first, for he also recollected that he must give all his money to pay for the mending of the window; for their father had made a rule that his children must always pay for what they broke.

2. Frances thought it would be better for him to go to his mother immediately. "Oh yes," said he, "I intend to tell her very soon; but I must wait a few minutes, for I feel ashamed to go into the room at present; father is there, and the lady who gave me the money."

3. His sister still entreated him to go directly; Edward went up stairs very slowly, for he was considering what he should say to his mother. He at length opened the door, and went round the back of her chair. He stood there for sometime, until his mother told him that he shook her chair so much, she could not work; and requested him to go down stairs, to play with his brothers and sisters.

4. "I have broken a window," whispered Edward. "I am sorry to hear it," said his mother. When his father heard that a window was broken, he asked him for the money to pay for it. Edward went up stairs to fetch the money that he had received in the morning from the lady.

5. His father took the money, because he would never allow his children to neglect any regulation he made; for he wished to teach them to be careful, and not to injure anything while they were at play. If they knew they should be obliged to pay for any damage they might do, they would take much better care, and a habit of carefulness is of great importance.

6. The lady who had given Edward the money, was present all the time, and she could not help feeling very sorry for his disappointment; she was happy, however, to find that he would neither be disobedient to his parents, nor attempt to deceive them by concealing anything from them.

7. This lady lived at some distance from Edward; but as soon as she returned home, she went to a shop and ordered a large kite to be made; and when the spring arrived, and it was the right time for flying kites, she packed it up and sent it to him. Edward received it joyfully, and his parents were happy to see him rewarded for his obedience.

8. The kite proved to be a very fine one, and his brothers and sisters accompanied him to the fields whenever he wished to use it, assisting him in getting it up, and enjoyed themselves much in seeing it fly to a great height in the air.

QUESTIONS.

Did Edward inform his parents of the accident? What was he obliged to do? Why did his father require this? What did the lady do on her return home? Did she send this to Edward? Why did she do this? Do you think she would have done this, if he had not been an obedient boy? Is it not best for children always to be obedient to their parents?

If Edward's kite cost five shillings, how many pence would that be? If his twine cost one shilling and sixpence more, how many pence in all? If the kite cost five shillings, how many books at a shilling apiece, might have been bought for the same money? At sixpence apiece, how many? At three-pence apiece, how many?

LESSON LV.

INDOLENCE RECLAIMED.

1. Henry was an indolent boy, who from morning to evening thought of nothing but play. One day his father called him into his room, and said, "My son, I see that you will never do anything while you remain in my house, and that, if you continue here much longer, you will be an idler as long as you live.

2. "I have therefore made arrangements to send you to a boarding school, at a great distance. I shall see how you will behave yourself there; but if you continue as regardless of your studies as formerly, I shall send you still farther; for I cannot suffer you to grow up in such disgraceful indolence."

3. "Papa," replied Henry, "I will be careless no longer. Keep me at home a little longer, and you shall see." "You have often promised me to reform," said his father, "but you have never had resolution to do so. I see you dislike indolence only when it is to be punished. You will be ready, therefore, to go to-morrow morning."

4. Poor Henry cried a great deal, but he was obliged to go. Arrived at the boarding school, he performed his duty for sometime with attention; but he soon fell into his old habits of inactivity and indolence. During the hours of instruction, his thoughts were wandering about, and he heard little of what his teachers said.

5. Instead of studying his lessons, he spent his time in doing nothing at all, so that even the youngest of his companions soon went much beyond him. His teachers often said to him, "Henry, you are preparing many misfortunes for yourself, by your indolence—What will your kind father say, when he sees you leave school as ignorant as you came, and with the same faults you had before? How this will grieve him! Who knows where he may send you next, or how much severity he may exercise towards you?"

6. But these remarks made no impression upon Henry. He still continued idle, and without application. One day, when, according to custom, he was loitering away his time in the play-grounds, he received a letter with a black seal; he opened it, and read as follows:

7. "Your father, my dear Henry, is no more, having been removed yesterday to a better life. I have lost in him my dearest friend. I have now only *you* who can assuage my grief. I send you the last words of your dying father: 'May our son,' said he, pressing my hand for the last time, 'may our son return to you thoroughly corrected of his indolence, and may it be his study henceforth to contribute to your happiness.'

8. "Read over again, my son, these last words of your father. I am sure they will make the proper impression upon your heart, and that they will animate you to follow the counsel formerly given you by the best of fathers. I may yet be happy, if you are wise and if you have profited by the education we have endeavored to give you.

9. "But if you have not improved by the advantages afforded you, and should return without having altered your habits of indolence, and should still prove an ignorant boy, I shall be overcome with grief. I forewarn you, that I cannot keep you much longer at school, as my fortune will not permit it."

10. This news was like a thunderbolt to Henry. He shed a torrent of tears, wrung his hands, and read over his mother's letter an hundred times; but when he came to the last words of his father, he was always obliged to stop. Night came, and he retired to bed; but he could not close his eyes for thinking of his father, and the pain which his indolence had given him.

11. He also often thought of his mother, and the sorrow she would experience when he returned to her. "When," said he to himself, "when she sees my bad writing, when she gives me an account to cast up, which I cannot reckon, or when she examines me in my geography which I have not learned; when, in short, she

finds my books unused, what grief and wretchedness will she experience on my account!"

12. Thus, tossing in his bed, he passed the night, without being able to sleep a single moment. Early next morning, he arose, went to the head-teacher, fell on his knees, and confessed that he had been hitherto a very idle boy: that he now felt the sad consequences of his negligence and want of application. He said he sincerely repented of his faults, and wished most earnestly to amend them. "Tell me sir," said he, "pray tell me how I may do so; I will submit to everything."

13. The teacher, touched by this frank confession, and the real distress of poor Henry, addressed him in a very tender and affectionate manner. "My dear boy," said he, "the time you have lost cannot be recovered; yet by close application, and diligent improvement of the time to come, you may regain a portion of what you have lost."

14. "Begin this very day to amend. Pay attention to whatever is said to you. Apply yourself diligently to your lessons; do not sleep over your duty, but employ, for the future, a part of your holydays and time for play, in the study of what you have neglected. You may, in this way, repair, in some measure, the great loss of time which you lament."

15. Henry thanked the good teacher for his advice, and began from that day to follow it. He did not allow himself any amusement until he had diligently applied himself to his studies; nor would he then spend any more time than was absolutely necessary for exercise.

16. If any fit of idleness overtook him, he immediately opened his mother's letter, and in reading the last words of his father, he felt his courage revive, and his good resolutions strengthened. It was by such conduct, maintained for a considerable length of time, that he acquired the habit of labor and application; and when he returned to his mother, so great had been his progress, and the alteration in his habits, that she received in him the greatest joy and consolation.

QUESTIONS.

What was the name of the indolent boy? How did he spend his time at home? What did his father tell him he should do? How did Henry like this? Was he obliged to go? How did he behave at first? Did he continue diligent? What did his teachers tell him? Did their remarks have any effect to make him better? What news did he receive from his mother? What effect had this news on Henry? Why could he not sleep? What did he do the next morning? What did he say to his teacher? Do you remember anything the teacher said to him? How did Henry conduct after this? Was he much altered when he returned home.

If Henry had been at school three months, how many weeks had he been there? If his expenses were three dollars a week how much would that be for the whole time? If he were fifty miles from home, and gave the stageman six cents a mile to carry him what did it amount to?

 LESSON LVI.

THE GENTLEMAN AND BASKET MAKER.

1. There was, in a distant part of the world, a rich man, who lived in a fine house, and spent his whole time, in eating, drinking, sleeping and amusing himself. As he had a great many servants to wait upon him, who treated him with the greatest respect, and did whatever they were ordered; and as he had never been taught the truth, or accustomed to hear it, he grew very proud; imagining that he had a right to command the whole world, and that the poor were only born to serve and obey him.

2. Near this rich man's house there lived an honest and industrious poor man, who gained his livelihood by making little baskets, out of dried reeds which grew upon a marshy ground close to the cottage. But though he was obliged to labor from morning to night, to earn food enough to support him, and though he seldom fared better than upon dry bread, or rice, or pulse; and had no other *bed than the remains* of the rushes, of which he made the

baskets, yet he was always happy, cheerful and contented.

3. His labor always gave him so good an appetite, that the coarsest fare appeared delicious; and he went to bed so tired, that he would have slept soundly even upon the ground. Besides this, he was a good and virtuous man, humane to everybody; honest in his dealings; always accustomed to speak the truth; and therefore beloved and respected by all his neighbors.

4. The rich man, on the contrary, though he lay upon the softest bed, yet could not sleep, because he had passed the day in idleness; and though the nicest dishes were presented to him, yet he could not eat with any pleasure, because he did not wait till nature gave him an appetite. And besides this, as he was a great sluggard and glutton, he was almost always ill.

5. As he did nobody any good, he had no friends; and even his servants spoke ill of him, behind his back; and all his neighbors whom he oppressed, hated him. For these reasons, he was sullen, melancholy, and unhappy; being displeased with all who appeared more cheerful than himself. When he was carried out in his palanquin, a kind of bed borne upon the shoulders of men, he would haughtily direct his servants which way to go.

6. In these airings, he would frequently pass the cottage of the poor basket maker, who was always sitting at the door, and singing as he wove his baskets. The rich man could not behold this without anger. What, said he, shall a wretch, a peasant, a low born fellow that weaves bulrushes for a scanty subsistence, be always happy and pleased; while I, a gentleman, possessed of riches and power, and of more consequence than a million of such reptiles as he, am always melancholy and unhappy?

7. This reflection tormented him so much, that he began to feel the greatest hatred towards the poor man; and, as he had never accustomed himself to conquer his evil passions, however improper or unjust they might be, he at last determined to punish the basket maker for

being happier than himself. With this wicked design, he one night gave orders to his servants, who did not dare to disobey him, to set fire to the rushes, which surrounded the poor man's house.

8. As it was summer, and the weather in that country is extremely hot, the fire soon spread over the whole marsh; and not only consumed all the rushes, but soon extended to the cottage itself, and the poor man ran out almost naked to save his life. You may judge of his grief, when he found himself thus deprived of the means of subsistence by the wickedness of his rich neighbor.

9. Having never justly offended him, and being unable to punish him for his injustice, he set out and walked to the chief magistrate of that country, to whom with many tears he told his pitiful case. The magistrate, who was a good and just man, immediately ordered the rich man to be brought before him; and finding that the rich man could not deny the truth of the accusation, he thus addressed the poor man:

10. "As this proud and wicked neighbor of yours, has been puffed up by the opinion of his own importance, and has maliciously attempted to oppress you for your poverty, I shall proceed to teach him of how little value he is to any body, and how vile and contemptible a creature he really is. But for this purpose, it is necessary that you agree to the plan I have formed, and go along with him, to the place I intend to send you both."

11. The poor man said, that having lost his all, through the cruel conduct of his wicked neighbor, and having no means of obtaining a livelihood left, I am therefore ready to go wherever you may please to send me; and though I would not treat this man as he has treated me, yet should I rejoice at any measures calculated to teach him more justice and humanity, and to prevent him from injuring the poor a second time.

12. The magistrate then ordered them both to be put on board a ship, and carried to a distant country, which was inhabited by a rude and savage kind of men, who lived in huts, were strangers to riches, and obtained their

living by fishing. As soon as they were set on shore, the sailors left them, as they had been ordered, and the inhabitants of the country, came round them in great numbers.

QUESTIONS.

How did the rich man spend his time? What did he imagine he had a right to do? Who lived near the rich man's house? How did the poor man gain a livelihood? What was his fare? Was he contented and happy? Was the rich man contented and happy? By whose cottage did the rich man frequently pass? Was the rich man angry at always finding the poor basket maker singing and happy? What did the rich man at last determine to do? What method did he take to punish the basket maker? To whom did the basket maker go to tell his misfortune? What did the magistrate do? Where did the magistrate order them both to be carried? By whom was this country inhabited?

If the basket maker made three baskets a day, how many could he make in seven days? In twelve days? If he got a shilling apiece for his baskets, what would the baskets he could make in eight days amount to?

LESSON LVII.

THE SAME, *Continued.*

1. The rich man, seeing himself thus exposed, without assistance or defence, in the midst of a barbarous people, began to wring his hands in the most abject manner; but the poor man, who had been always accustomed to hardships and dangers from his infancy, made signs to the people that he was their friend, and was willing to work for them, and be their servant. Upon this, the natives made signs that they would do them no hurt, but would make use of their assistance in fishing and carrying wood.

2. Accordingly, they led them both to a wood at some distance, and showing them several logs, ordered them

to carry them to their cabins. They both set about their tasks immediately; and the poor man, who was strong and active, very soon finished his share; while the rich man, whose limbs were tender and delicate, and never accustomed to labor, had scarcely finished a quarter of his. The savages, who began to notice the great difference in their work, thought the basket maker would be very useful to them; and therefore presented him a large portion of fish, and several of their choicest roots.

3. On the other hand, the savages considered the rich man of so little use to them, that they gave him scarcely enough to support him. The food they gave him, though coarse, he ate with a better appetite than he ever felt at his own table. The next day they were set to work again; and the savages observing how much better the basket maker worked, than the rich man, they highly caressed him, and showed him much kindness; while they manifested great contempt towards the rich man.

4. The rich man now began to perceive with how little reason he had before valued himself, and despised his fellow creatures; and an accident which happened shortly after, tended to complete his mortification. One of the savages having found something like a fillet, with which he adorned his forehead, and with which he appeared extremely pleased, the basket maker pulled up some reeds, and sitting down to work, in a short time finished an elegant wreath, which he placed on the head of the first inhabitant he chanced to meet.

5. This man was so pleased with this present, that he danced and capered with joy; and ran to inform the rest, who were equally surprised and astonished at this elegant piece of finery. It was not long before another came to the basket maker, making signs that he wanted to be ornamented like his companion; and with such pleasure were these chaplets considered by the whole nation, that the basket maker was released from his former drudgery, and continually employed in weaving them.

6. In return for the pleasure which he conferred on them, the grateful savages brought him every kind of food which their country afforded; built him a hut; and showed him every demonstration of gratitude and kindness. But the rich man, who possessed neither talents to please, nor strength to labor, was condemned to be the basket maker's servant, and cut him reeds, to supply the continual demands for chaplets.

7. After having passed some months in this manner, they were again brought back to their own country by the orders of the magistrate, and ordered before him. He then looked sternly upon the rich man, and said, "Having now taught you how helpless and contemptible a creature you are, as well as how inferior to the man you insulted, I proceed to make reparation to him for the injury you have inflicted on him.

8. "Did I treat you as your conduct deserves, I should take from you all the riches you possess, as you wantonly deprived this poor man of his whole subsistence; but hoping you will become more humane for the future, I sentence you to give half of your fortune to this man, whom you endeavored to ruin." Upon this, the basket maker, after thanking the magistrate for his goodness in thus tendering him a fortune, replied—

9. "Having been bred up in poverty, and accustomed to labor, I have no desire to acquire riches which I should not know how to use; all, therefore, that I require of this man, is to put me into the same situation I was in before, and to learn more humanity." The rich man could not help being astonished at this generosity; and having acquired wisdom by his misfortunes, not only treated the basket maker as a friend, during the rest of his life, but employed his riches in relieving the poor, and benefiting his fellow creatures.

QUESTIONS.

What did the rich man do, on finding himself without assistance? What did the poor man make signs to the people *that he would do*? What did the savages set them about?

Which finished his task first? How did the savages treat the poor man? How the rich man? What did the poor man do, that pleased the savages very much? What was the rich man compelled to do for the poor man? After spending some months in that manner, where were those two men carried? What sentence did the magistrate pass on the rich man? Did the poor man accept the fortune offered him? What was the only thing he required of the rich man? Having learned wisdom by his misfortunes, what was the rich man's conduct, during the rest of his life?

LESSON LVIII.

THE POISON TREE.

1. This destructive tree, which grows in the Island of Java, is called by the natives the *Bohon Upas*. The accounts of naturalists respecting this tree, have been so deeply tinged with the *marvellous*, that the whole narration has been considered, by the generality of readers, as an ingenious fiction. I must acknowledge, says the writer of the following account, that I long doubted the existence of this tree, until a stricter inquiry convinced me of my error.

2. I shall only relate simple, unadorned facts, of which I have been an eye witness, and the utmost confidence may be placed in the fidelity of the account. In the year 1774, I was stationed at Batavia, as a surgeon, in the service of the Dutch East India Company. During my residence there, I received several different accounts of the *Bohon Upas*, and the violent effects of its poison; all of which seemed so incredible, that my curiosity was excited to the highest degree.

3. I therefore resolved to investigate the subject thoroughly, and to trust only to my own *observation*. In consequence of this resolution, I applied to the Governor General, for a pass to travel through the country. My request was granted, and having procured every informa-

tion, I set out on my expedition. I had obtained a recommendation from an old Malayan priest, to another of the same order, who lives on the nearest habitable spot to the tree, which is about fifteen or sixteen miles distant.

4. The tree is surrounded on all sides, by a circle of high hills and mountains; and the country round it, to the distance of ten or twelve miles from the tree, is entirely barren. Not a tree, or a shrub, or even the least plant or grass, is to be seen. I made a circuit round this dangerous spot, at a distance of about eighteen miles from the centre, and I found the aspect of the country, on all sides equally dreary. I now repaired to the house of the priest, to whom I had a letter of recommendation.

5. From him I learned the object of his residence in this dismal spot—which was, to prepare for eternity the souls of those, who, for different crimes, are sentenced to approach the tree, and procure the poison. This poison is a gum that issues out between the bark and the tree itself; and into this are dipped the points of all their warlike instruments. It is of high value, and produces a considerable revenue to the Emperor. Malefactors, condemned to death, are the only persons who procure this poison; and this only chance they have of saving their lives.

6. After sentence of death is pronounced upon them by the judge, they are asked in court, whether they will die by the hands of the executioner, or whether they will go to the Upas Tree for a box of poison? They commonly prefer the latter proposal, as there is not only some chance of preserving their lives, but also a certainty, in case of a safe return, that a provision will be made for them in future by the emperor. They are also permitted to ask a favor from the emperor, which is generally of a trifling nature, and commonly granted.

7. They are then provided with a silver or tortoise shell box, in which they are to put the poisonous gum, and are properly instructed how to proceed in their dangerous expedition. Among other particulars, they are directed to go towards the tree before the wind, the

effluvia from the tree may be blown from them. They are told, also, to travel with the utmost despatch, as that is the only method of insuring a safe return.

8. The criminals are then sent to the house of the old priest, to which place they are commonly attended by their friends and relations. Here they generally remain some days, waiting for a favorable breeze. During that time, the priest prepares them for their future fate, by prayers and admonitions. When the hour of their departure arrives, the priest puts on them a long leather cap, which comes down as far as their breasts, with two glasses before their eyes, and also provides them with a pair of leather gloves.

9. They are then conducted by the priest, and their friends and relations, about two or three miles on their journey. Here the priest repeats his instructions, and tells them where they are to look for the tree. He shows them a hill which they are to ascend, and beyond which they will find a rivulet, which they are to follow, leading directly to the Upas Tree. They now take leave of each other; and amidst prayers for their success, the criminals hasten away.

10. The worthy priest assured me, that during his residence there for upwards of thirty years, he had dismissed upwards of seven hundred criminals in the manner I have described; and that scarcely two out of twenty returned. He showed me a catalogue of all the unhappy sufferers, with their respective offences; and also a list of those who had returned in safety.

11. I was present at some of these melancholy ceremonies, and desired different criminals to bring with them some pieces of the wood, or a small branch, or some leaves of this wonderful tree. I have also given them ~~silk cords~~ to measure the thickness of the tree. I never ~~could procure more~~ than two dry leaves, that were picked up by one of them on his return.

12. All I could learn of him concerning the tree itself, was, that it stood on the border of a rivulet, as described by the old priest; that it was of a middling size;

that five or six young trees of the same kind stood close to it; but that no other shrub or plant could be seen near it; and that the ground was of a brownish sand, full of stones, and covered with dead bodies.

13. This, however, is certain, though it may appear incredible, that from fifteen to eighteen miles round this tree, not only no *human* creature can exist, but that, in that space of ground, no living animal of any kind has ever been discovered. I have also been assured by several persons of veracity, that there are no fish in the waters; and when any birds fly so near this tree, that the effluvia reaches them, they fall a sacrifice to the poison.

14. Of the fatal effects of this poisonous effluvia, even at a distance, the following well established fact furnishes sufficient evidence. In the year 1775, a rebellion broke out among the subjects of the prince, who sent an army to disperse them and drive them out of his kingdom. Having no place to flee to, they requested the ruler to permit them to repair to the uncultivated parts round the Upas Tree. This request was granted, on condition that they fixed their abode not more than twelve or fourteen miles from the tree.

15. With this condition, they were obliged to comply; and thus about sixteen hundred persons ventured to settle within fourteen miles of this fatal tree. The consequence was, that in less than two months, their number was reduced to about three hundred. Those who remained returned to the prince, and having stated to him their losses, entreated him to pardon them. The prince, thinking them sufficiently punished, granted their request, and received them again as subjects.

16. Those who returned had all the appearance of persons tainted with an infectious disorder. They looked pale and weak, and from the account they gave me of the loss of their comrades, and of the symptoms and circumstances of their dissolution, such as convulsions and other signs of a violent death, I was fully convinced that they fell victims to poison.

17. In the year 1776, I was present at the execution

of thirteen criminals; and there witnessed the rapid and fatal effects of this poison, in which they dip the points of their warlike instruments. About eleven o'clock in the forenoon, the criminals were led into an open space, within the walls of the palace. There the judge passed sentence upon them, by which they were doomed to death, by a lancet poisoned with Upas.

18. The criminals were then fastened to posts erected for the purpose, and their breasts laid bare. The executioner then made an incision on each, with much dexterity. The operation of the poison on the system was apparent in five minutes after the lancing; and in sixteen minutes by my watch, every criminal had ceased to exist.

QUESTIONS.

Where does the poison tree grow? What do the natives call it? By what is this tree surrounded? How is the country around it? What is the poison obtained from this tree for? Is it of high value? Who are the only persons who procure this poison? After sentence is passed on the criminals, what are they asked? Which proposal do they commonly prefer? With what are they provided? After receiving directions how to proceed, where are the criminals then sent? When about departing for the tree, what does the priest put on them? How long had the priest resided there? How many criminals had he dismissed? What proportion of them ever returned? What were the criminals requested to bring back with them? Where did the tree stand? What was its size? What stood close to it? Of what color was the ground round it? With what was it covered? How many persons were obliged to settle near this tree? How many remained alive at the end of two months? How many criminals were executed in 1776? In what was the lancet dipped? How long did the criminals live?

LESSON LIX.

ANECDOTE OF A STORK.

1. How far a rational principle, mutual affection and comparison of ideas may be ascribed to animals, is hard

to determine; but the following adventure of a tame stork, some years ago, in the University of Tübingen, is literally true. This bird lived quietly in the court-yard. Count Victor, then a student there, shot at a stork's nest adjacent to the college, and probably wounded the stork then in it, as she was observed for some weeks not to stir out of her nest. This happened in autumn, when foreign storks begin their periodical emigrations.

2. In the ensuing spring, a stork was observed on the roof of the college, and by its incessant chattering, gave the tame stork, walking below in the yard, to understand that it would be glad of its company: But this was a thing impossible, on account of its wings having been clipped, which induced the stranger, with the utmost precaution, first to come down to the upper gallery, the next day something lower; and, at last, after a great deal of ceremony, quite into the court-yard.

3. The tame stork, which was conscious of no harm, went to meet him with a soft cheerful note, and a sincere intention of giving him a favorable reception, when, to his great astonishment, the other fell upon him, with the utmost fury. The spectators present, indeed, for that time, drove away the stranger; but this was so far from intimidating him, that he came again next day to the charge; and during the whole summer continual skirmishes took place between them.

4. Orders had been given, that the tame stork should not be assisted, having but a single antagonist to encounter. By being thus obliged to shift for himself, he came to stand better on his guard, and at the end of the campaign, he had made such a gallant defence, that the stranger had no great advantage to boast of. But the next spring, instead of a single stork, came four, which, without any of the foregoing ceremonies, alighted at once, in the college yard, and directly attacked the tame stork.

5. But, in view of the spectators standing in the gallery, the tame stork performed feats of valor; defending himself with the utmost bravery, till at length, being *overpowered by numbers*, his strength and courage,

began to fail; when very unexpected auxiliaries came to his assistance. All the turkeys, ducks, geese, and the rest of the fowls, that belonged to the court yard (to whom, undoubtedly, the tame stork's mild and friendly behavior had endeared him) flew to his aid.

6. This new force, without the least dread of danger, formed a kind of rampart around him, under the shelter of which he found a retreat from so unequal an encounter; and even the peacock, which never could live in friendship with him, on this emergency took the part of oppressed innocence; and was, if not a true bottomed friend, at least a favorable judge on the stork's side.

7. Upon this, a strict look out was kept against such traitorous incursions of the enemy; and a stop put to more bloodshed; till at last, about the beginning of the third spring, nearly twenty storks suddenly alighted in the court yard, and with great fury attacked the tame one, before his faithful guards could form themselves, or any of the people could come to his assistance, and deprived him of life; but not till he had displayed his usual gallantry, and made them pay dear for their victory.—The malevolence of these strangers against this innocent creature could proceed from no other motive than the shot fired by Count Victor from the college, and which they doubtless suspected was done by the instigation of the tame stork.

QUESTIONS.

Who was it that shot at the Stork's nest? Was the bird wounded? When did this happen? What was observed in the ensuing spring? What was below in the yard? Did the tame stork intend to give him a favorable reception? How did the other treat him? What did the spectators do? When did the foreign stork come again? What took place through the summer? What orders had been given respecting the tame Stork? What took place the next spring? Was the tame stork overpowered? What came to his assistance? What took place about the beginning of the third spring? Did they kill the tame stork?

If there were four turkeys, and three times as many geese as turkeys,—and twice as many ducks as geese, and three

times as many hens as ducks, that assisted the tame stork, how many in the whole, and how much would they all come to at twenty-five cents apiece?

LESSON LX.

THE CHILD'S MEDITATION.

1. How bright are the beams of the heart-cheering sun,
As he daily pursues his glad journey above,—
But brighter, far brighter, the life of a child;
Who employs every hour in the duties of love.
 2. How sweet is the breath of a morning in May,
When the flowers are so fresh, and the air is so mild;
But sweeter, far sweeter the gentle soft words,
That flow from the lips of a kind-hearted child.
 3. When the motherly hen calls her feathery brood,
'T is pleasant to see how they hasten away;
More pleasant it is to behold a dear child,
When its parents command, in a moment obey.
 4. What a beautiful sight is a garden of plants,
That, arranged in fine order, all flourish and thrive,—
More beautiful still is a family group,
Where brothers and sisters in harmony live.
 5. Thou best of all beings, who madest the world,
Every creature that lives, every object I see;
Oh, grant in thy mercy, that all I behold,
May instruct me each day in my duty to thee.
-

ANNA AND ISABEL.

1. Anna had many virtues,—so had Bell;—
Cousins they were, and loved each other well:
-

But Anna was a quiet, gentle child,
 Good-humored, modest, affable and mild;
 While Bell, though sensible and kind at heart,
 Would sometimes into sudden anger start;
 And when by such unseemly passions tost,
 Her better qualities were almost lost:—
 Often with tears, would Isabella say,
 “Oh, cousin, shall I ever see the day,
 To be by all admired and loved, like you
 Who are so very good, and modest, too?”

2. A parrot, that could speak, was one day given
 To Anna White:—A few words it could say,—
 Such as ‘Good day,’—‘Good night,’—and ‘How
 d’ye do?’

And sometimes cry out, pertly, ‘that’s not true!’
 So once, when at the door the cage was hung,
 A fashionable lady called and rung:
 Poll smirked and fluttered, and said, ‘How d’ye do?’
 “My mistress not at home,” said John—said Polly—
 ‘that ’s not true.’

Now Anna loved the bird, and never would
 Let any other person give her food.

3. It chanced that Isabel was taken ill,
 And every day grew worse, and worse until
 Her parents feared, at last, that she would die;
 Then Anna went to see her constantly;
 And when she was much better, almost well,
 Still she neglected not her Isabel:
 But to cheer her, during many tedious hours—
 She read—and told her stories,—brought her flow-
 ers,—

Collected shells, and pictures,—dressed her doll,
 And then at last she gave her pretty Poll.

4. Ah, how delighted was the sick girl then,
 She thanked her friend again, and yet again,
 Promised that Poll her favorite pet should be,

Should share her room, her breakfast, dinner, tea;
That nothing should exceed the care she 'd take,
And all for her dear, generous cousin's sake.
Anna, well satisfied, the promise heard,
And kissed, and patted, and resigned the bird.

5. At length, when Isabel recovered quite,
She sent, one morning, for dear Anna White
To pass the day;—for with great care and pain,
She had taught Poll to say, with accent plain,
(If she but took her in the humor right,
Not else,) that 'Isabel loves Anna White,'
And this she thought a pretty way to prove
Her gratitude to Anna, and her love.

6. Great joy was in her heart when Poll was seen,
And Anna kissed her glossy wings of green;
And, with a smile of pleased affection, said
"I see you've kept the promises you made;
Poll looks so sleek, so happy; and how fat
The creature grows! I'm very glad of that.
For, being kind to *her*, I plainly see,
Dear Isabella, that you think of me."

7. "Indeed, I should be wicked to forget
Your kindness, Anna, but you have not yet
Seen how your favorite has improved; and I
Shall make you quite astonished, presently:
Now Poll, whom does Isabel love, come, tell,
You've ~~told~~ told me—you know very well:
Come, speak now—surely you know what to say,
I think you've grown extremely dull to day:
Why—whom does Isabel love? I say—speak—speak—
Or I shall quickly give your nose a tweak.

8. "Now, was there ever such a stupid bird?
Yesterday, nothing else all day was heard:
Her tongue kept up the song from morn till night;
'Twas nought but 'Isabel loves Anna White.'"

'*It is not true,*' said Poll.—"What do I hear!"
Cries angry Isabel, "Shall I longer bear?"

9. "Now, you *shall* say what I have bid you—come,
I see 't is obstinacy that makes you dumb;
And I shall shake your feathers for you, Miss:
You little dumpish thing, take this,—and this,—
Don't roll your eyes—don't nod your stupid head,—
I'll break you of—— Alas! Alas! the bird is dead!"

10. "Ah, Isabel, was this the kindness due,"
Said Anna White, "for all my love to you?
To take the creature's life with your own hand,
Because she did not speak at your command.
Ay weep! unless these passions you amend,
As you have lost a bird, you yet may lose a friend."

LESSON LXI.

INTEGRITY.

1. Among the prisoners taken at the battle of Hoosac, by the Americans, was an inhabitant of Hancock, in the county of Berkshire, a plain farmer, named Jackson. This man had concientiously taken the side of the British in the revolutionary contest, and felt himself bound to seize the earliest opportunity of employing himself in the service of his king. Hearing that Colonel Baum, a British officer, was advancing with a body of troops towards Bennington in Vermont, he rose early, saddled his horse, and rode to Hoosac, intending to attach himself to his corps.

2. Here he was taken prisoner in such circumstances as proved his intention, beyond every reasonable doubt. He was, besides, too honest to deny it. Accordingly, he was committed to the charge of the high sheriff of the

county, who immediately confined him in the county jail. This building was at that time so infirm, that, without a guard, no prisoner could be kept in it, who wished to escape. But to escape, however, was in no degree consonant with Jackson's idea of right; and he thought no more seriously of making an attempt of this nature, than he would have done in his own house.

3. After he had lain quietly in jail a few days, he told the sheriff that he was losing his time and earning nothing, and wished that he would permit him to go out and work in the day time, promising to return regularly at evening to his quarters in the prison. The sheriff having become acquainted with his character, readily acceded to his proposal. Accordingly, Jackson went out regularly during the remaining part of the autumn, and the following winter and spring until the beginning of May, and every evening returned, at the proper time to the jail.

4. In this manner he performed a day's work every day, with scarcely any exception besides the sabbath, through the whole period. In the month of May, he was to be tried for high treason. The sheriff made preparations to conduct him to Springfield, where he was to be tried. But he told the sheriff, that it was not worth his while to take this trouble, for he could just as well go alone, and it would save both the expense and the inconvenience of the sheriff's journey.

5. The sheriff, after a little reflection, assented to his proposal, and Jackson commenced his journey—the only one, it is believed, which was ever undertaken, in the same manner for the same object. While on his journey, he was overtaken by the Honorable T. Edwards, from whom this account was received. “Whither are you going,” said Mr. Edwards. “To Springfield, sir,” answered Jackson, “to be tried for my life.” Accordingly, he proceeded directly to Springfield, surrendered himself to the sheriff there; was tried, found guilty, and condemned to die.

6. Application was made to the executive council for pardon. The facts were stated, the evidence by which

they were supported, and the sentence, grounded on them. The question was then put by the president, "Shall a pardon be granted to Jackson." The gentleman who first spoke, observed that the case was perfectly clear; the act charged against Jackson was unquestionably high treason; and the proof was complete. If a pardon be granted in this case, he saw no reason, why it should not be granted in every other.

7. In the same manner answered those who spoke after him. When it came to the turn of Mr. Edwards, who was one of the council, he related this story, with those little circumstances of particularity, which give light and shade a living reality. At the same time, he evidently made no effort to be pathetic. As is always the case, this simplicity gave the narration its full force. The council began to hesitate. One of the members at length observed, "Surely, such a man as this ought not to be sent to the gallows." To this opinion, the members unanimously agreed. A pardon was immediately made out and transmitted to Springfield, and Jackson returned to his family. Never was exhibited a stronger proof, that honesty is wisdom.

QUESTIONS.

What was the prisoner's name mentioned in this story? Which side did he take in the revolutionary war? What did he do on hearing of Colonel Baum's approach? What then happened to him? What did the sheriff do with him? After lying in jail a few days, what did he request of the sheriff? What was to take place in May respecting him? What did the sheriff prepare to do? What did he tell the sheriff? Did the sheriff agree to his plan? By whom was he overtaken on his journey? What question was asked? What answer was given? Did he proceed as he had promised? For what was an application made to the council? What did one of the members observe? Was a pardon finally granted?

If the prisoner earned four shillings a day by his work, how much did he earn in six days? How many dollars in a month?

LESSON LXII.

CONTRADICTION.

- 1 To contradict is always rude,
 Whate'er the matter be;
 Besides, it should be understood,
 That thoughts to all are free.

If we our own opinion have,
 Let others have one too;
 And many quarrels it would save,
 If all were so to do.

2. But children never should pretend,
 In cases e'er so light,
 To contradict a wiser friend,
 Pretending to be right.

Then never let your childish tongue
 In such a cause engage;
 Submit, and listen while you're young,
 That you may speak in age.

INHUMANITY TO THE DEFORMED.

3. It makes me sad, when in the street
 Some poor, afflicted one I meet,
 With crooked form and tender frame,
 Bent with disease but not with shame.
 But when I hear such form reviled,
 By some unthinking, cruel child;
 I blush to think there is a heart,
 So hard, or chilled, to act such part.
 The cripple I would sooner be,
 Than one who used this mockery:
 For they, *themselves alone* degrade,
 Who dare despise what God has made.

USE OF ARITHMETIC.

4. John wants to know what three times three
 Added to five times two, may be;
 Long has he puzzled o'er the sum,
 Nor finds to what amount they come.
 Yet he is old enough to know
 Much more, and I must tell him so,
 Let us ask Charles for he can count,
 And soon will tell us the amount.
5. Well, three times three are nine, he says,
 And five times two are ten, always;
 When ten and nine are thus combined,
 Nineteen's the number we shall find.
 We ought to reckon quick and well,
 That what we spend, our books may tell,
 And make us saving to this end,
 That we may give as well as spend.

A MINUTE.

6. A minute, how soon it is flown!
 And yet how important it is!
 God calls every moment his own,
 For all our existence is his:
 And though we may waste them in folly and play,
 He notices each that we squander away.
 Why should we a minute despise,
 Because it so quickly is o'er?
 We know that it rapidly flies,
 And therefore should prize it the more:
 Another indeed may appear in its stead,
 But that precious moment forever is fled.
7. 'T is easy to squander our years,
 In idleness, folly and strife;
 But oh! no repentance or tears,
 Can bring back one moment of life:

But time if well spent and improved as it goes,
Will render life pleasant, and peaceful its close.
And when all the minutes are past,
Which God for our portion has given,
We shall cheerfully welcome the last,
If it safely conduct us to heaven:
And oh! may we all the necessity see,
Not knowing how near our last moment may be.

LESSON LXIII.

EFFECTS OF ONE BAD HABIT.

1. Mr. Upton, of Cambridge, was the son of a poor, industrious cobbler. He learned his father's trade, and being prudent and steady, he was soon in the way of making a comfortable little fortune. He was surrounded with an affectionate and happy family, all striving to render home a place of pleasure and enjoyment. Things were in this state, at the commencement of the war between England and America, commonly called the Revolutionary war.

2. Then Mr. Upton felt it his duty to join the army. To leave a place where he had enjoyed so many happy hours, was indeed a severe trial to the honest man: but his family must be defended. He therefore buckled on his sword, and without shedding a tear, hurried to the camp. His courage, and good conduct, were soon noticed by the officers, and he was made one of Washington's life-guard. Like every one else, who knew that great and good man, he soon loved him with unbounded attachment.

3. While General Washington had his head quarters at Cambridge, it was frequently necessary for detachments of the army, to make excursions into the neighboring towns. On one of these occasions, Washington

and his life-guard, were pursued by a company of British soldiers. They retreated as rapidly as possible, but the English being close upon their rear, they were often obliged to turn and fight.

4. In the midst of the retreat, an Englishman had just lifted his sword above the head of the General, when Mr. Upton sprang forward, and placed his body between him and his commander. The sword descended upon his thigh, and crippled him for life. After they had effected their return to the American camp, Washington called to inquire concerning the man who had so generously preserved his life at the risk of his own.

5. "Thanks to heaven, my General, that your life is saved," exclaimed the soldier, "America could lose such a man as I am, but what could she do without your Excellency?" His wound disabled him for battle; but he continued to perform various offices for his country, until the close of the war. After seeing his country in the possession of peace and freedom, he returned to his home. But that home was almost desolate and comfortless.

6. No one had been left to cultivate his small farm, and what little stock he possessed, had been killed for the use of the army. America was then too poor to pay her soldiers for what they had lost and suffered; and Mr. Upton was obliged to contend with poverty as he could. His hard earned bread, however, was sweetened with the respect which was everywhere paid him.

7. When he went forth to labor, he was always hailed with welcome looks, and a cordial shake of the hand; and even the boys would call out to each other—"Off with your hat and make a bow—for there is the man who saved General Washington." If any consideration could compensate for the loss of a limb, it was the sweet reflection that he had lost it in the performance of so honorable an act.

8. Often would his neighbors say, "Mr. Upton, the loss of your limb in such a cause, is a greater honor to you, than if you had King George's crown on your head."

In speaking on the subject, he was generally much affected; and with tears in his eyes he would often say, "The Lord make us thankful that it saved the General's life. We could have done but little against the British legions, had not his wisdom been at the helm."

9. Now, my young readers, this was in 1784, which you all ought to remember was the year after Great Britain acknowledged the Independence of America: and can you believe, that only four years after this, General Washington requested an interview with Mr. Upton, and he was ashamed to comply with it? Yes: the man whose bravery had saved his General; whose integrity won the respect of his neighbors; whose kindness had ensured him an affectionate family,—gave way to the sin of intemperance.

10. When Washington visited New England, he sent a servant to request a visit from his old preserver. The wretched man heard the summons, and wept aloud. "Heaven knows," said he, "that in my best days, I would have walked to the Mississippi for the honor which Washington now pays me. But I cannot—I cannot carry this shameful face into his presence. Tell General Washington that my love and gratitude will ever follow him."

11. If ever my young readers should be tempted to persevere in any *one* thing, which they know to be wrong, let them remember that *one* bad habit changed Mr. Upton from a brave soldier and respected citizen, into a worthless and neglected sot; procured for him the contempt of those who once esteemed him; the fear and distrust of his family; the sorrowful disapprobation of his General; and finally broke his heart with shame and remorse.

QUESTIONS.

Where did Mr. Upton live? In what war did he engage? What was he made, for his good conduct? What did he do when Washington's life was in danger? What was the consequence of the wound he received? Was he poor when he returned home? How did his neighbors treat him? Did he afterwards become an altered man? What was the cause of it? Was he ashamed to see Washington?

LESSON LXIV.

1st Voice.

And I saw—

Clothed with a cloud—

And his face was as it
were the sun—

And I looked—

And with him—

Having his father's name
written in their fore-
heads.

As the voice of many
waters.

Harping with their harps—
Saw another angel—

Having the everlasting
gospel to preach—

And to every nation—
And tongue—
Saying with a loud voice,
And give glory to him.

And worship him that
made heaven—
And the sea—

2d Voice.

Saw another mighty an-
gel come down from heav-
en—

And a rainbow was upon
his head.—

And his feet as pillars of
fire.—

And, lo, a lamb stood on
mount Sion:—

An hundred, forty and
four thousand—

And I heard a voice from
heaven—

And I heard the voice of
harpers—

And I saw—
Fly in the midst of heav-
en—

To them that dwell on
the earth.—

And kindred—

And people—

Fear God—

For the hour of his judg-
ment is come.—

And earth—

And the fountains of
waters.

LESSON III.

friends
 touch
 knife
 knives
 nought
 edge
 screams
 stairs
 slight
 seized
 caught
 tied
 could
 cheeks
 seams
 served
 watched
 looked
 caused
 bruised
 weight
 throat
 care-less
 meet-ing
 strict-ly
 touch-ing
 light-ed
 So-phy
 young-er
 suf-fered
 min-ute
 cut-ting
 kit-ten
 shame-ful
 has-tened
 stream-ing
 eve-ning

con-tact
 hap-pened
 fore-head
 warn-ing
 fol-lowed
 ta-ken
 e-qual
 ser-vants
 walk-ing
 back-wards
 roll-er
 hang-ing
 sur-geon
 tri-pling
 play-mate
 shoul-ders
 fright-ened
 swal-lowed
 sum-moned
 leav-ing
 ob-ject
 e-lapsed
 fore-seen
 a-cross
 a-larmed
 ob-tained
 ap-prised
 there-on
 con-fined
 un-known
 e-nough
 re-ceive
 re-lief
 em-ployed
 ex-tract
 ex-pired
 des-pair

heed-less-ness
 fa-vor-ite
 sur-gic-al
 per-fect-ly
 ac-ci-dent
 gid-di-ness
 in-stant-ly
 care-less-ness
 pun-ish-ment
 ten-der-ly
 care-ful-ly
 tur-bu-lent
 vig-i-lance
 vi-o-lent
 pin-cush-ion
 in-stru-ments
 ag-o-nies
 Lou-f-sa*
 mis-for-tune
 ex-press-ly
 re-cov-ered
 im-press-ion
 un-pleas-ant
 per-ceiv-ing
 en-deav-ored
 af-fect-ion
 o-ver-túrned
 un-der-gone
 pro-hib-it-ed
 im-me-diate-ly
 un-for-tu-nate
 com-par-i-son
 ex-cru-ciat-ing
 un-ac-cús-tomed
 ex-pect-a-tion
 ob-lit-er-at-ed
 con-tin-u-al-ly

*Pron. Lo-t-sa.

LESSON IV.

t	start-ed	mér-ci-less
s	dash-ing	suf-fer-ers
d	hope-less	neigh-bor-hood
	faint-ing	suit-a-ble
ed	cour-age	hap-pi-er
	sa-cred	con-vér-s-ing
l	si-lent	sur-round-ing
l	scarce-ly	ad-ja-cent
gh	thresh-old	dis-a-bled
ed	fab-ric	en-treat-ies
t	mur-mur	con-sid-ered
e	part-ner	en-deav-ors
ne	au-thor	pro-ject-ing
gh	dread-ful	sup-port-ed
	bless-ings	un-mind-ful
	du-teous	pre-serv-ing
ed	pa-rents	oc-ca-sion
ed	con-súmed	re-spect-ed
	in-formed	sub-scrip-tion
	ex-claimed	he-ro-ic
	a-midst	re-la-tion
	re-mained	su-pe-rior
ge	ap-plause	com-mod-i-ous*
ly	il-lumed	fór-tu-nate-ly
ful	de-scribe	an-i-ma-ted
rd	re-new	ven-er-a-ble
ing	de-destroy	in-háb-it-ed
ment	dis-pensed	a-bil-i-ties
ard	ráp-id-ly	af-fect-ion-ate
rs	ar-ti-cle	hab-i-tá-tion
a	con-se-quence	ag-i-ta-tion
je	lis-ten-ing	de-vas-ta-tion
m	fam-i-ly	in-ter-est-ed
and	la-bor-ers	ed-u-ca-tion
ress	gen-er-ous	cal-cu-la-tion
id	mul-tit-ude	e-jac-u-lá-tion
or	coun-te-nance	su-per-nát-u-ral

REMARKS ON THE SPELLING LESSONS.

The method pursued in this work of arranging each spelling lesson by itself, embracing all classes of words of from one to five and six syllables, renders it altogether impracticable to attempt any other guide to the pronunciation than that of the accents and syllabic division. In the common spelling books, all the words of the same class are arranged together, and the key to the pronunciation is easily affixed to them; but in this arrangement it would become necessary to affix the key marks to almost every word, which would so disfigure the pages as to render the whole appearance ridiculous. Should the question then be asked, why the author has not followed the usual course of arranging his words, so as to admit of the key marks?—his answer is, that in the arrangement he has pursued, there are obvious and positive advantages which, in his estimation, far outweigh those resulting from the other. Not because he considers *correct pronunciation* a matter of no importance, but because he is very certain that a *spelling book* is never referred to as authority to determine the doubtful pronunciation of a word. The reasons assigned in the preface to the preceding numbers for omitting all marks, are—“that children learning to read, derive no benefit from them:—that figures and marks placed over words in spelling lessons make them appear different from the same words in the reading lessons;—and that a child’s book should not be encumbered with matter fit only for a teacher.” It is thought best, therefore, to leave the pronunciation indeterminate, except so far as the accents and syllabic division, or a key-word at the bottom of the page, may regulate it.

The words in each lesson are classified, so far as that those having the same accented syllable are placed together, and the accentual mark is attached to the first word only of each class, or to the first word of each column. The first lessons are considerably longer, in proportion to the reading lessons, than those which follow, as it was necessary to begin them in the same manner as if no other book had preceded this. There is also a repetition of some words; not so frequent, however, as in the other numbers.

de-vot'ed
pur-suit
sup-plied
in-creased
re-signed
com-plete
es-cape
re-turned
dis-cussed
im-paired
suc-ceeds
es-pied
re-lief
dis-grace
re-paired
re-leased
re-proof
com-pared
prob-a-ble
gen-tle-ness
Hot-ten-tots
spec-ta-cles
ten-den-cy
ten-der-ness
fel-low-ship
sym-pa-thy
his-to-ry
cru-el-ties
for-mer-ly
mur-der-ers
fi-nal-ly
spar-ing-ly
wick-er-work
ef-fi-gy
fac-ul-ties
saun-ter-ing
bit-ter-est

fról-ic-some
pit-eous-ly
straw-ber-ries
ap-pe-tite
up-per-most
pon-der-ing
qui-et-ly
pris-on-er
af-ter-wards
des-ti-tute
ex-háust-ed
in-qui-ries
ex-press-ions
A-pol-lo
de-ny-ing
trans-mit-ting
in-fe-rior
de-struct-ion
a-muse-ment
dis-gust-ing
en-joy-ing
mal-e-factors
Do-min-go
de-ter-mined
de-scrip-tion
con-fine-ment
im-pa-tience
sub-sist-ence
di-min-ished
de-vour-ing
en-cour-aged
ca-ress-es
ex-cit-ed
sur-pris-ing
ex-cept-ing
per-form-ing
de-vot-ed

in-tést-ty
es-sen-tial
un-con-scious
de-lic-ious
re-lat-ed
pro-vid-ed
pos-sess-ion
en-tire-ly
en-joy-ment
en-ter-tained
beau-ti-ful-ly
grad-u-al-ly
grat-i-fy-ing
mis-er-a-ble
am-bás-sa-dor
suc-cess-ive-ly
re-mem-ber-ing
a-pol-o-gy
vo-ra-cious-ly
ca-lam-i-ty
a-gree-a-ble
ac-com-plish-ments
fi-del-i-ty
com-pass-ion-ate
dis-hon-est-y
ad-mi-rá-tion
ex-hi-bit-ion
dis-po-sit-ion
in-dig-na-tion
ep-i-lep-tic
oc-cu-pa-tion
sal-u-ta-tion
com-pen-sa-tion
cu-ri-ós-i-ty
oc-cá-sion-al-ly
En-cy-clo-pé-dia *
St. for Saint

LESSON III.

friends	con-tact	héed-less-ness
touch	hap-pened	fa-vor-ite
knife	fore-head	sur-gic-al
knives	warn-ing	per-fect-ly
nought	fol-lowed	ac-ci-dent
edge	ta-ken	gid-di-ness
screams	e-qual	in-stant-ly
stairs	ser-vants	care-less-ness
slight	walk-ing	pun-ish-ment
seized	back-wards	ten-der-ly
caught	roll-er	care-ful-ly
tied	hang-ing	tur-bu-lent
could	sur-geon	vig-i-lance
cheeks	tri-ling	vi-o-lent
seams	play-mate	pin-cush-ion
served	shoul-ders	in-stru-ments
watched	fright-ened	ag-o-nies
looked	swal-lowed	Lou-i-sa*
caused	sum-moned	mis-for-tune
bruised	leav-ing	ex-press-ly
weight	ob-ject	re-cov-ered
throat	e-lapsed	im-press-ion
care-less	fore-seen	un-pleas-ant
meet-ing	a-cross	per-ceiv-ing
strict-ly	a-larmed	en-deav-ored
touch-ing	ob-tained	af-fect-ion
light-ed	ap-prised	o-ver-túrned
So-phy	there-on	un-der-gone
young-er	con-fined	pro-hib-it-ed
suf-fered	un-known	im-me-diate-ly
min-ute	e-nough	un-for-tu-nate
cut-ting	re-ceive	com-par-i-son
kit-ten	re-lief	ex-cru-ciat-ing
shame-ful	em-ployed	un-ac-cús-tomet
has-tened	ex-tract	ex-pect-a-tion
stream-ing	ex-pired	ob-lit-er-at-ed
<i>eve-ning</i>	des-pair	con-tin-u-al-ly

ure	oth-er-wise	an-tág-o-nist
ect	gos-sa-mer	ef-fec-tu-al
ss	fre-quent-ly	suc-cess-ive-ly
re	pos-si-ble	aux-il-iar-ies
ry	af-flu-ence	trans-for-má-tion
en-ter	for-tress-es	prop-a-ga-tion
er-ent	fa-mil-iar	res-ur-rec-tion
-lar	sug-gest-ed	com-mís-er-ating
u-ry	in-vent-ing	ex-tra-ór-di-na-ry
der-ing	at-tain-ing	cu-ri-os-i-ties
ci-ple	di-vi-sion	em-blem-at-ic-al

LESSON VII.

	gá-ther	béau-teous
	wood-y	splen-dor
d	fi-bre	read-er
	liq-uid	care-less
	cham-ber	en-trance
h	down-wards	wind-ing
v	knead-ed	sur-face
l	walk-ing	knowl-edge
	back-wards	per-ish
	spread-ing	lan-guid-
	tiss-ue	dwel-ling
ue	lay-ers	thir-ty
	thick-ness	faith-ful
	ter-race	cour-age
	mor-tar	war-like
	la-bor	feel-ing
	prog-ress	heavy
ad	hard-est	doubt-ful
	proc-ess	pres-ence
-ing	hew-ing	es-cort
sh	frag-ments	or-dáin
stance	bril-liant	ad-mire
ture	beau-ty	a-wait
ce	col-or	com-plete
lle	help-less	con-trive
-low	ceil-ing	re-sume

ap-próach
re-lieve
pur-sued
em-ployed
suc-cess
de-tach
ad-here
un-known
de-scribe
pre-serve
se-cure
at-tempt
com-menced
ad-vance
en-chain
re-newed
per-ceive
re-gard
re-sult
éx-cel-lent
man-di-bles
pre-vious-ly
glu-tin-ous

neigh-bor-hood
cir-cum-stance
ev-i-dent
pen-i-tent
ex-qui-site
her-mit-age
pu-ri-ty
gai-e-ty
in-no-cence
pe-ri-od
mur-der-er
taste-ful-ly
but-ter-fly
am-a-zon
con-jéct-ure
re-sem-blance
en-deav-or
pro-cur-ing
suf-fic-ient
pro-tect-ion
sus-pend-ing
re-mov-ing
suc-ceed-ing

ád-ver-sar-y
del-i-ca-cy
sol-i-tar-y
ex-ca-vat-ing
veg-e-ta-ble
san-guin-a-ry
or-di-nar-y
in-dús-tri-ous
ma-te-ri-al
dis-cov-er-y
re-mark-a-ble
ap-pa-rent-ly
af-fec-tion-ate
hos-til-i-ty
de-nom-i-nat-ed
op-e-rá-tion
hab-i-ta-tion
in-ge-nu-i-ty
reg-u-lar-i-ty
in-ef-fect-u-al
sin-gu-lar-i-ty
u-ni-ver-sal-ly
en-thu-si-ás-tic

LESSON VIII.

loaf
poured
draught
cheek
blue
beamed
midst
nursed
earned
fare
cheered
watched
called
filled

purse
fraud
chair
damp
walls
stool
touched
worth
placed
source
shared
mó-tioned
an-swered
gath-er

bréak-fast
vil-lage
mead-ows
trem-bled
treas-ure
scan-ty
flor-ist
com-fort
blight-ed
land-lord
harsh-ly
car-ried
house-less
ill-ness

pft-ied
emp-ty
hope-less
pierc-ing
en-tered
mi-ser
daz-zled
guin-eas
dy-ing
foot-path
slow-ly
walk-ing
read-ing
yon-der
bath-ing
own-er
beam-ing
sit-ting
re-al
ham-per
ser-vant
wit-ness
hast-ened
mad-am
strug-gles
feel-ings
wa-ter
pro-cúred
en-sued
pos-sessed

dis-tréss
sur-prise
dis-guise
o-beyed
com-bined
re-stored
in-creased
bes-towed
at-tempt
de-scribe
be-neath
nóur-ish-ment
sac-ri-fice
ut-ter-ly
gar-den-er
cov-er-ing
hus-band-ed
suf-fer-ing
hon-est-y
has-ti-ly
coun-te-nance
stead-fast-ly
wretch-ed-ness
quan-ti-ty
suf-fer-er
virt-u-ous
re-frésh-ing
ad-ja-cent
af-fect-ions
ex-er-tions

sup-pórt-ed
re-cess-es
ap-prov-ing
re-sist-ed
con-tin-ued
de-cep-tion
en-a-ble
sur-round-ed
ad-dress-ing
re-ward-ed
pro-vis-ions
pe-cul-iar
pa-ter-nal
o-ver-spreád
néc-es-sar-y
tem-po-rar-y
pal-pi-tat-ed
com-pen-sat-ing
anx-í-e-ty
hu-man-i-ty
in-teg-ri-ty
con-grat-u-late
con-ven-i-en-ces
be-nev-o-lent
sit-u-á-tion
o-ver-tak-en
sat-is-fac-tion
ap-pro-ba-tion
re-in-stat-ed
con-tem-pla-tion

LESSON IX.

sweet
nook
trout
bait
hook
played
voice

cried
died
nought
chanced
dreamt
knee
mouse
sighs
thine
ear
cries
spurned
glowed
chain

force
feast
stárt-ed
seem-ing
sharp-ness
ven-ture
faint-ed

LESSON VI.

French	pér-fect	ré-val
might	mi-ner	young-er
air	wa-ter	ar-mies
lift	di-ving	sta-tion
chance	sens-es	high-est
bees	weav-ing	keep-ing
watch	hon-or	lead-ing
hive	ti-ny	lat-ter
learned	gar-den	reach-ing
done	creat-ure	cru-el
space	man-sion	o-dor
peace	hous-es	ven-om
thought	so-cial	pin-cers
tribes	tow-ers	seiz-ing
domes	cit-ies	spurt-ed
raised	vul-gar	short-ly
built	liq-uor	drag-ging
ways	yield-ed	e-qual
mouth	a-phis	wrest-ler
break	cat-tle	con-test
food	pas-sage	fir-mly
whole	na-tion	war-rior
flocks	pur-pose	car-nage
sheep	fur-nish	great-er
herds	yel-low	fu-ry
least	jeal-ous	com-bat
white	slight-est	doubt-ful
black	dan-ger	dis-tance
serve	keen-ly	doz-en
wealth	peo-ple	par-ties
search	spe-cies	be-liève
roots	gath-er	bal-loon
grass	pri-vate	de-rive
in'-sect	far-mer	ob-serve
ma-son	bat-tles	se-lect
spi-der	car-ried	sup-port
<i>thou-sand</i>	war-fare	com-pel

háb-its
grate-ful
stead-y
busi-ness *
teach-ing
striv-ing
al-thóugh
per-ceived
des-pair

ob-tained
pro-duced
in-stant-ly
ea-si-ly
ig-no-rance
wick-ed-ness
dan-ger-ous
du-ti-ful
reg-u-lar

suc-céed-ed
as-sist-ed
how-ev-er
neg-lect-ed
here-af-ter
im-pós-si-ble •
re-mem-ber-ing
in-dus-tri-ous
pres-er-vá-tion

LESSON XII.

spoiled
meats
whose
warmed
James
teeth
fourth
cared
ate †
dined
food
plain
héalth-y
fort-une
sel-dom
ear-ly
ris-ing
wash-ing
sleep-ing
dai-ly
fear-ing
man-aged
cof-fee
want-ed
weath-er
cloud-y
Phil-ip

tálk-ing
hap-pened
vis-it
car-riage
par-lor
yel-low
mea-ger
din-ner
skip-ping
beau-ty
lan-guid
pit-y
shad-ows
heat-ed
sweet-meats
dain-ties
whole-some
sick-ly
'pos-sessed
par-take
pro-posed
ar-rived
e-nough
sup-posed
ap-peared
pa-pa
re-plied

in-dúlge
in-stead
pre-fer
sur-vived
éx-cel-lent
ex-er-cise
joy-ful-ly
en-ter-ing
med-i-cine
con-tra-ry
vis-it-ers
coun-te-nance
yes-ter-day
in-dúl-gence
per-mit-ted
pro-pos-al
con-dit-ion
dis-gust-ed
af-flict-ed
un-de-ceive
in-ter-vene
su-per-scribe
en-ter-tain
díf-fer-ent-ly
ed-u-cá-tion
con-sti-tu-tions
al-to-geth-er

* Pron. biz-ness.

† Pron. et.

ap-próach
 re-lieve
 pur-sued
 em-ployed
 suc-cess
 de-tach
 ad-here
 un-known
 de-scribe
 pre-serve
 se-cure
 at-tempt
 com-menced
 ad-vance
 en-chain
 re-newed
 per-ceive
 re-gard
 re-sult
 éx-cel-lent
 man-di-bles
 pre-vious-ly
 glu-tin-ous

neigh-bor-hood
 cir-cum-stance
 ev-i-dent
 pen-i-tent
 ex-qui-site
 her-mit-age
 pu-ri-ty
 gai-e-ty
 in-no-cence
 pe-ri-od
 mur-der-er
 taste-ful-ly
 but-ter-fly
 am-a-zon
 con-jéct-ure
 re-sem-blance
 en-deav-or
 pro-cur-ing
 suf-fic-ient
 pro-tect-ion
 sus-pend-ing
 re-mov-ing
 suc-ceed-ing

ád-ver-sar-y
 del-i-ca-cy
 sol-i-tar-y
 ex-ca-vat-ing
 veg-e-ta-ble
 san-guin-a-ry
 or-di-nar-y
 in-dús-tri-ous
 ma-te-ri-al
 dis-cov-er-y
 re-mark-a-ble
 ap-pa-rent-ly
 af-fec-tion-ate
 hos-til-i-ty
 de-nom-i-nat-ed
 op-e-rá-tion
 hab-i-ta-tion
 in-ge-nu-i-ty
 reg-u-lar-i-ty
 in-ef-fect-u-al
 sin-gu-lar-i-ty
 u-ni-ver-sal-ly
 en-thu-si-ás-tic

LESSON VIII.

loaf
 poured
 draught
 cheek
 blue
 beamed
 midst
 nursed
 earned
 fare
 cheered
 watched
 called
 filled

purse
 fraud
 chair
 damp
 walls
 stool
 touched
 worth
 placed
 source
 shared
 mó-tioned
 an-swered
 gath-er

bréak-fast
 vil-lage
 mead-ows
 trem-bled
 treas-ure
 scan-ty
 flor-ist
 com-fort
 blight-ed
 land-lord
 harsh-ly
 car-ried
 house-less
 ill-ness

at-tacked
pur-suit
dis-charged
com-menced
al-lowed
ap-proach
en-raged
com-pared
re-joiced
as-sured
re-ceived

nár-ra-tive
el-e-phant
reg-i-ment
vil-lag-ers
fu-ri-ous
mus-ter-ing
des-pe-rate
trum-pet-ing
rec-on-cile
suc-céed-ed
in-tél-li-gence

ac-córd-ing-ly
im-me-diate-ly
de-lib-er-ate
ex-ceed-ing-ly
fór-tu-nate-ly
dif-fi-cul-ty
pen-e-trat-ed
for-mi-da-ble
ex-pect-á-tion
ex-pe-dit-ion
oc-cá-sion-al-ly

LESSON XV.

beasts
sight
caught
crouched
tongue
smelled
mess
meal
jaws
fawn
vain
pace
throat
roar
watched
touch
limbs
boards
tear *
stretch
tów-er
six-pence
shiv-ered
span-iel

quíc-k-ened
vict-uals
strict-est
friend-ship
guin-eas
threat-en
mourn-ful
lan-guished
car-cass
loath-ing
grap-ple
bur-ied
re-claim
mean-time
some-what
con-vey
re-strained
cú-ri-ous
ut-ter-ly
ap-pe-tite
prop-er-ty
per-son-al
des-o-late
oth-er-wise

vi-o-lence
pláy-fel-low
sus-te-nance
as-só-ciate
in-spect-ion
ac-quaint-ance
in-vit-ing
a-bat-ed
ad-ven-ture
un-ea-sy
ex-er-tions
ad-mit-ting
la-ment-ing
ad-ver-tised
ac-qui-esce
cús-tom-ar-y
sup-pli-cat-ing
mel-an-chol-y
grad-u-al-ly
plen-ti-ful-ly
ac-knówl-edg-ment
ap-pa-rent-ly
per-pét-u-al-ly
hab-it-u-al-ly

* Pron. tara.

hó-l-low
mind-ed
or-phan
lodg-ing
tran-sient
rare-ly
sweet-ly
loud-ly
scar-let
feath-ers
gai-ly
shin-ing
pen-sive
pray-er

wí-ry
free-dom
scat-tered
fru-gal
slen-der
cheer-ful
vi-tal
wide-ly
fore-sée
be-low
a-gainst
for-lorn
de-tain
sup-ply

in-no-cent
char-i-ty
vic-to-ry
lib-er-ty
com-mon-ers
pe-tít-ion
ap-proach-ing
im-pend-ing
op-press-ive
com-pass-ion
re-view-er
re-fresh-ment
un-re-lént-ing
phi-lo-soph-ic

LESSON X.

coals
reached
shocked
heard
ground
blind
worked
passed
whole
fil-ial
dig-ging
fast-ened
coll-ier

eár-ly
fright-ened
twink-ling
scarce-ly
fright-ful
torch-es
pa-tient
dis-mal
piec-es
cov-ered
a-shámed
ob-served
at-tain

a-larmed
im-mense
al-réad-y
per-míss-ion
ex-am-ine
en-tire-ly
ex-ten-sive
re-sem-ble
in-hu-man
tér-ri-ble
pas-sag-es
af-ter-nóon
ac-cóm-pa-ny

LESSON XI.

lumps
pressed
stopped
breath
speak
crushed
toiled

spade
tools
breast
tired
change
grown
caught

án-swer
heav-y
use-less
o-pened
fetch-ing
ut-tered
hard-y

dan-ger
los-ing
see-ing
i-dle
thought-less
pi-ous
thank-ful

LESSON XVIII.

tract
grew
tall
climbed
sour
harsh
jumped
bough
picked
crossed
green
breeze
bulk
scales
eyes
mouths
wings
hún-gry
find-ing
ber-ry
ber-ries

féath-ered
stand-ing
swal-low
sud-den
dread-ful
flu-id
caus-es
hous-es
sol-id
ea-sy
mo-tion
for-ward
liq-uid
bod-ies
shin-ing
sport-ed
star-ing
sur-face
men-tioned
per-pléxed
suc-cess

be-féll
be-low
ad-vanced
em-brace
a-rose
a-ware
re-signed
múl-tít-ude
luck-i-ly
glit-ter-ing
el-e-ment
plan-tá-tion
pro-dig-ious
tre-men-dous
dis-en-gáged
un-der-stand
in-háb-it-ing
rap-id-i-ty
es-pec-ial-ly
va-ri-e-ty
con-tín-u-al-ly

LESSON XIX.

reached
rough
plum
slime
hint
thrown
smoke
jaws
grains
joined
smell
winged
slain
filled
drowned

stó-ny
spe-cies
feast-ing
whirl-ing
tor-rent
fil-thy
trav-elled
pour-ing
out-er
brief-ly
lof-ty
pil-lars
build-ing
win-dows
big-ger

bóld-est
watch-ing
en-trance
driv-en
speed-y
per-ils
high-ly
les-sen
im-ménse
our-selves
de-part
al-lured
re-treat
a-waked
en-trapped

LESSON XIII.

least	start-ed	re-tir-ing.
drive	spring-ing	at-tend-ed
check	cov-ert	in-trud-er
bade *	mur-der	ad-miss-ion
pinned	in-sult	de-sir-ous
floor	pict-ure	un-wel-come
roared	scarce-ly	dis-turb-er
soothed	ar-dent	cour-age-ous
else	re-tained	as-sist-ance
meant	re-gard	re-cep-tion
fath-ful	a-cross	at-tempt-ed
mas-tiff	de-sign	in-tru-sion
guard-ed	re-fer	sus-pic-ions
cham-ber	con-fessed	de-ter-mined
bed-room	bes-tow	at-tach-ment
scratch-ing	use-ful-ness	oc-ca-sion
howl-ing	si-lent-ly	vi-o-lent-ly
ear-nest	ear-nest-ness	in-grát-i-tude
wea-ry	mag-is-trate	as-ton-ish-ment
crawl-ing	treach-er-ous	dis-cour-age-ment
lodg-ing	ter-ri-fied	a-pol-o-gize
grant-ed	hor-ri-ble	sa-gac-i-ty
sol-emn	frus-trat-ed	as-ton-ish-ing
mid-night	in-ju-ry	fi-del-i-ty
o-pened	prob-a-bly	par-tic-u-lar
step-ping	dif-fi-cult	op-po-sit-ion

LESSON XIV.

swamp	stunned	In-dia	stág-nant
huge	through	ter-ror	swim-ming
rode	aim	fel-low	fair-ly
yards	brain	car-ried	bot-tom
chase	ball	mid-dle	get-ting
grazed	height †	flap-ping	bat-tle
piece	tusk	tow-ards	meas-ured
laid	weighed	eight-y	mis-chief

*Pron. bad.

†Pron. hite.

wel-come
hu-mor
per-mit
ex-plain
re-plied
al-though
de-pend
ex-cept
re-spects
be-yond
ad-vice
be-come

ac-quire
pos-sess
be-neath
sur-prised
char-ac-ter
gen-tle-ness
cheer-ful-ness
house-keep-er
us-u-al
oth-er-wise
un-hap-py
ap-point-ed

fa-mil-iar
es-sen-tial
im-ag-ined
oc-ca-sions
so-ci-e-ty
ad-van-tag-es
a-gree-a-ble
ob-li-ga-tions
con-ver-sa-tion
ed-u-ca-tion
qual-i-fi-ca-tions
su-pe-ri-or-i-ty

LESSON XXII.

passed
weeks
shocked
loud
slept
weak
stairs
doubt
thought
wrote
ought
nurse
taught
break
mis-tress
eat-ing

firm-ness
wheth-er
tap-ping
tri-les
chief-ly
un-true
as-sured
de-nied
re-ward
hap-pi-ly
con-fi-dence
ea-si-ly
se-cre-cy
an-gri-ly
ex-cel-lent
prin-ci-pal

o-be-dient
im-prop-er
de-ceiv-ing
ad-mit-ted
per-suad-ed
al-read-y
re-cord-ed
in-debt-ed
com-fort-a-bly
con-sid-er-ing
dis-hon-est-ly
sim-plic-i-ty
un-de-ceiv-ing
en-ter-tain-ing
res-o-lu-tion
in-tro-duc-tion

LESSON XXIII.

flute
mouse
ceased
crouched
scene
leaped
signs

rain-y
cham-ber
play-ing
min-utes
creep-ing
sit-ting
mu-sic

va-ried
plain-tive
in-stance
jour-nals
har-bor
Nor-folk
Ply-mouth

seated
fran-tic
gest-ures
suc-cess
en-tice
per-formed
re-solved

LESSON XVI.

bleak
kid
begged
rear
straw
licked
rubbed
trot
roamed
reach
maid
geese
stout
taught
score
leaves
shrubs
search
grieved

bléat-ing
bo-som
found-ling
bas-ket
ra-ces
gath-ered
flow-ers
gar-lands
ram-bles
nip-ping
dai-ry
sip-ping
sprout-ed
pas-ture
but-ted
tur-key
sau-cy
cry-ing
moun-tain

be-númbed
in-dulged
in-duce
de-scend
ín-ti-mate
fa-vor-ite
fin-e-ry
troub-le-some
pit-eous-ly
de-sért-ed
fa-mil-iar
al-low-ance
sus-pic-ion
con-fine-ment
en-treat-ies
vex-a-tion
rég-u-lar-ly
in-dif-fer-ence
sat-is-fác-tion

LESSON XVII.

ants
fruit
tour
boast
toil
soil
huge
tract
tall
leap
seized
spá-cious
dwell-ing
hap-pened
pleas-ant
jour-ney
whith-er

tráv-el ●
lim-its
bor-dered
pain-ful
loud-er
in-jured
des-ert
nar-row
re-gion
start-led
speck-led
eu-clósed
ex-pense
sur-prise
cól-o-ny
nu-me-rous
gal-le-ry

tráv-el-ler
sun-shin-y
ut-ter-ing
set-tle-ment
be-fáll-en
ad-yen-tures
pro-dig-i-ous
en-tan-gled
pro-ceed-ed
tér-ri-to-ry
in-háb-it-ants
dis-sat-is-fied
im-pos-si-ble
in-sen-si-ble
con-ver-sá-tion
em-u-la-tion
cu-ri-os-i-ty

púrl-ing
eld-est
Ra-chel
be-háved
de-sired
neg-lect
de-ceive
com-plete
dé-cent-ly
in-fan-cy

livé-li-hood
rec-on-ciled
am-ia-ble
good-hú-mored
in-qui-ring
at-tend-ing
de-ceit-ful
dis-hon-est
ex-cu-ses
em-ploy-ment

good-ná-tured
en-treat-ed
cor-rect-ion
con-sent-ed
o-ver-cóme
char-i-ta-ble
mis-er-a-ble
ac-cord-ing-ly
re-al-i-ty
un-fort-u-nate-ly

LESSON XXVI.

droll
charm
choose
charge
join
sure
fault
knife
wrap
weed
steal
shocked
sense
serve
turn
fare
thóught-less
mere-ly
wit-ty
speech-es
daugh-ter
stol-en
súr-feit
symp-tom
sul-phur
shep-herd
sym-bol

léad-ing
fut-ure
fear-ful
mer-ry
dig-ging
an-swered
par-lor
scr-vice
ea-ger
warn-ing
er-rors
fail-ure
con-témp-t
ad-here
ad-vise
re-plied
re-claim
un-true
de-lay
sin-cere
de-ceit
sub-due
sur-mount
dis-suade
en-rol
ful-fil
re-sponse

en-tire
háp-pi-er
cer-tain-ly
for-mer-ly
bus-i-ly
care-ful-ly
prac-ti-ces
re-péat-ed
ex-act-ly
a-mus-ing
de-pend-ence
for-bid-den
af-ford-ed
as-ton-ished
ex-am-ple
re-quest-ed
ad-dict-ed
as-cer-tain
tól-e-ra-bly
so-cí-e-ty
ob-ser-vá-tion
in-dif-fer-ent-ly
di-mín-u-tive-ly
in-ev-i-ta-ble
in-es-ti-ma-ble
pre-lim-i-nar-y
in-cen-di-a-ry

quán-ti-ty
ter-ri-ble
nar-row-ly
wan-der-ing
fre-quent-ly
for-ag-ing
wan-der-ers
com-pa-ny
con-stant-ly
res-i-dence

gén-er-al
ant-li-on
prob-a-ble
in-vít-ed
de-part-ure
ex-plo-sion
dis-as-ter
a-part-ment
con-clu-sion
Cre-a-tor

pre-tén-sions
of-fend-ed
im-por-tance
o-ver-sét
en-ter-tained
in-ter-vene
bén-e-fit-ed
ac-cóm-pa-nied
con-tent-ed-ly
ac-com-mo-dá-tion

LESSON XX.

swear
rain
fowls
reap
field
built
floods
beat
hewn
brought
lo
throne
clothed
robes
palms
thirst
heat
midst
feed

cloud
head
feet
sea
néi-ther
foot-stool
heav-en
lil-ies
there-fore
found-ed
troub-led
man-sions
mor-tal
writ-ten
swal-low-ed
kin-dred
sit-teth
foun-tains
might-y

án-gel
rain-bow
thun-ders
ut-tered
o-béy
ar-rayed
cor-rupt
be-lieve
pre-pare
víc-to-ry
dif-fer-eth
com-mánd-ment
de-scend-ed
dis-ci-ples
sal-va-tion
cor-rúpt-i-ble
in-cor-rúp-tion
who-so-ev-er
im-mor-tal-i-ty

LESSON XXI.

called
news
dull
know
waste
room

treat
pain
lét-ter
lone-ly
prom-ised
wor-thy

pléas-ure
du-ring
care-ful
mes-sage
break-fast
grate-ful

LESSON XXVIII.

Charles	Rich-mond	fá-vor-ite
hurt	grace-ful	de-light-ed
whipped	pain-ful	tor-ment-ing
task	pa-pá	dis-play-ing
boat	de-served	com-plete-ly
swans	ad-mired	vex-a-tion
Vín-cent	re-proached	ac-knowl-edged
beat-ing	there-by	for-give-ness
Mun-go	con-vinced	un-grate-ful
Jo-seph	hu-mane	bar-bár-i-ty
Mer-cer	sór-row-ful	él-e-gant-ly
har-nessed	wan-ton-ly	in-hu-mán-i-ty
car-riage	cow-ard-ly	dis-ap-pro-bá-tion

LESSON XXIX.

Tray	slept	ríg-ging
rogues	chased	stream-ers
guards	heed	glit-tered
pale	grass	sail-or
tail	roam	si-lenced
close	ús-age	fan-cies
ease	just-ly	frol-icked
else	judg-ment	child-hood
grieve	Rich-ard	foot-step
brute	whis-tle	rus-tles
elm	cour-age	díl-i-gent
spreads	fetch-es	The-o-dore
dwells	wag-ging	re-mém-ber
hue	spir-it	re-ech-o
grain	chief-ly	en-deav-or

LESSON XXX.

Jane	wrong	Ar-thur	nour-ish
hedge	quite	walk-ing	man-ner
birds	dear	build-ings	eat-en
crumbs	eggs	set-tled	treat-ing
prize	kept	thirst-y	se-cret

súd-den-ly
af-ter-ward
ec-sta-sy
of-fi-cers
sin-gu-lar
in-stru-ment
po-sit-ion
ap-pear-ance
de-light-ful

re-péat-ed
ex-cite-ments
Vir-gin-ia
ex-cit-ed
ec-stat-ic
pro-por-tion
spec-ta-tors
vi-o-lín
ex-pér-i-ment

re-márk-a-ble
ap-pa-rent-ly
ex-hib-it-ed
di-min-u-tive
in-ca-pa-ble
un-a-váil-ing
in-ter-est-ing
un-mo-lest-ed
com-mú-ni-cat-ed

LESSON XXIV.

Ralph
health
plunge
freed
twice
owned
throbbed
cause
grief
gasped
calm
yours
strength
risk
drówn-ing
ac-tive
scene-ry
na-tive
weath-er
vér-dure

mar-gin
bath-ing
won-dered
strug-gle
swim-mer
throw-ing
jack-et
sense-less
ven-ture
safe-ty
ef-forts
wait-ed
driv-ing
anx-ious
mind-ful
boast-ing
bold-ly
mo-tion
ad-míred
ob-served

se-léct
dis-tress
re-lief
éx-er-cise
Sat-ur-day
beau-ti-fied
dan-ger-ous
bit-ter-ly
grat-i-fied
qui-et-ly
o-bé-dience
sur-viv-ing
pre-serv-er
re-spect-ing
ju-dic-ious
cír-cum-stan-ces
in-tél-li-gent
hu-mil-i-ty
ag-i-tá-tion

LESSON XXV.

streets
doubt
tricks
taste
brooks
wild

falsé-hood
smil-ing
sweep-ing
tri-fle
thank-ful
dy-ing

hás-tened
Fan-ny
or-phan
broth-ers
neat-ly
art-ful

wick-ed
pleas-ing
pit-ied
ru-in
nois-y
cit-y

hár-di-hood
wil-der-ness
prec-i-pice
thith-er-ward
flick-er-ing
leth-ar-gy
shrub-be-ry
hope-less-ness
fi-e-ry
de-cáy-ing
pa-thet-ic

re-fléct-ion
pro-phet-ic
en-vel-oped
un-con-scious
re-liev-ing
re-cumb-ent
con-vul-sive
a-chieve-ment
i-de-a
sól-i-tar-y
ir-ri-tat-ing

an-tíq-ú-i-ty
me-an-der-ing
in-tu-i-tive
Sus-que-hán-na
in-di-víd-u-al
in-ac-cess-i-ble
di-láp-i-da-ted
o-orig-i-na-ted
civ-il-iz-á-tion
con-sid-er-a-tion
prog-nos-ti-ca-tio

LESSON XXXIII.

skirts
strolled
fete
group
sews
weave
cheese
guide
hám-let
Em-ma
vine-yard

spright-ly
tá-bor
peas-ants
courte-sied
Phil-ip
keen-ly
pat-tern
chó-rus-es
sep-a-rate
wood-cut-ter
pa-tient-ly

Sep-tém-ber
re-fresh-ments
mu-síc-ians
sub-scrip-tion
tam-bo-ríne *
cús-tom-ar-y
nec-es-saries
ac-cépt-a-ble
anx-i-e-ty
in-clem-en-cy
hos-pi-tál-i-ty

LESSON XXXIV.

buy
guests
screamed
grief
wáit-ing
yield-ing
pal-ace
cool-ness
ab-sence
ruf-fians
sur-geon
or-chards
pie-vious

re-fráined
fa-tigúe
sén-si-bly
com-fort-less
hand-kei-cúef
mes-sen-ger
ban-da-ges
in-va-lid
fur-nit-ure
hon-ey-comb
ar-rángo-ment
pro-pos-al
con-ven-ient

in-dul-gent
dis-a-bled
as-síst-ant
cóm-fort-a-ble
con-tríb-u-ting
sin-cer-i-ty
re-luct-ant-ly
re-sto-ra-tive
dis-ap-póint-meí
in-at-ten-tive
lam-ent-a-tion
ben-e-fac-tor
en-er-get-ic

* Pron. tam-bo-réan.

LESSON XXVII.

horse	rí-der	íg-no-rance
choked	awk-ward	to-tal-ly
cracked	curb-ing	awk-ward-ness
galled	press-ure	rest-less-ness
pierced	bal-ance	qui-et-ing
teeth	draw-ing	at-tit-ude
banks	breath-less	in-stan-ces
moth	wan-ton	ag-o-nies
spurred	tim-id	fe-ró-cious
forced	shoe-nails	a-bus-ing
rear	bel-lows	com-pel-ling
whole	shrink-ing	af-fect-ing
weight	hor-rid	of-fen-ces
stunned	work-men	in-dulg-ing
lashed	pin-cers	in-flict-ing
quick	own-er	ter-rí-fic
forge	col-lar	un-e-ven
noise	head-stall	re-doub-le
rough	tort-ure	com-plet-ed
strove	fore-head	un-feel-ing
tréat-ment	in-flict	re-mem-brance
help-less	re-lieve	re-new-al
writ-ten	a-buse *	hu-mán-i-ty
tri-fling	ex-treme	bi-og-ra-phy
sav-age	ex-ert	im-prop-er-ly
melt-ed	ca-price †	suf-fic-ient-ly
slight-ly	a-new	ca-tas-tro-phe
droop-ing	de-fence	in-ad-e-quate
for-ward	re-leased	lác-e-ra-ted
urg-ing	ab-surd	ap-plicá-tion
ren-dered	ex-pired	im-pre-ca-tion
har-ness	de-fer	ag-i-ta-tion
in-sects	mér-ci-less	un-suc-cess-ful
bruises	wa-ter-ing	op-e-ra-tion
i-cy	bar-ba-rous	in-vól-un-tar-y
path-way	cur-ry-comb	oc-ca-sion-al-ly
stum-bled	fu-ri-ous	grat-i-fi-cá-tion

* Pron. a-búce

† Pron. ca-préce.

em-bráce
es-teem
caú-tious-ly
con-stan-cy
ar-ti-cles

temp-tá-tion
ex-pen-sive
re-gain-ing
in-tén-si-ty
im-press-ive-ly

re-spéct-a-ble
con-tempt-i-ble
vá-ri-a-ble
req-ui-sít-ion
prep-a-ra-tion

LESSON XXXVIII.

drenched
soiled
knees
arch
fringed
flát-tened
grot-to
pín-ing
fort-night
cush-ioned
vel-vet
night-ly
cheer-less
irk-some
taste-ful
pen-cil

mér-est *
splen-dor
ca-réssed
e-lapsed
con-sole
ex-cel
guit-ar
hánd-ker-chief
con-trar-y
stead-i-ness
chor-is-ters
fes-ti-val
nov-el-ty
can-o-py
ret-i-cule
di-vér-sion

pi-án-o †
in-dul-gent
pén-e-trat-ing
ul-ti-mate-ly
del-i-ca-cies
dis-gráce-ful-ly
as-su-red-ly
pro-fic-ién-cy
em-broid-er-y
or-na-mént-al
rec-re-a-tion
rep-ro-ba-tion
ren-o-va-tion
sal-u-ta-tion
in-vést-i-ga-ting
grat-i-fi-cá-tion

LESSON XXXIX.

worse
hedge
fleece
shield
Lú-cy
in-sect
mead-ows
thiév-ish
alm-ond
Tues-day
bis-cuit
daunt-less
neu-ter

dái-sies
cow-slips
iss-ued
loos-ened
lin-gered
wait-ed
bram-bles
dú-pli-cate
sec-u-lar
pa-gan-ism
du-el-ling
cit-a-del
fal-la-cy

per-fórm
mean-while
pá-tient-ly
con-fi-dence
el-e-gant
pres-ent-ly
déc-o-rat-ed
hón-or-a-ble
Jan-u-ar-y
in-ven-to-ry
san-guin-ar-y
ef-fi-ca-cy
in-tri-ca-cy

* Pron. méer est.

† Pron. pe-án-nah.

úse-less
stol-en
sup-per
close-ly
need-ed
fee-ble
doubt-ed
pit-y
re-pair
ac-quaint
un-tíl

a-sléep
re-proach
ad-dressed
a-greed
prés-ent-ly
con-véy-ing
re-cep-tion
ex-am-ine
in-stinct-ive
af-fect-ion
sin-cere-ly

de-light-ed
de-ter-mined
plén-ti-ful-ly
rec-ol-léct-ed
in-ter-rupt-ing
dis-ap-point-ed
res-o-lution
dec-li-na-tion
pub-li-ca-tion
in-spi-ra-tion
il-lus-tra-tion

LESSON XXXI.

soars
wool
creep
twigs
peep
yards
stalk
chain
beat
vile
mean

wear
robe
drest
hie
spéck-led
nest-lings
doz-en
vict-uals
bo-som
pris-on
sum-~~mer~~

wóod-land
car-ols
silk-en
wav-ing
fol-iage
sup-póse
re-pay
re-joice
chér-up-ing
in-no-cents
in-no-cence

LESSON XXXII.

stream
oak
laugh
gray
paced
prey
rays
chased
growl
fierce
foe
game
shriek

fór-est
knot-ty
ves-tige
for-tress
drear-y
clear-ings
In-dian
pan-ther
har-vest
mur-mur
grand-eur
tro-phy
shoul-dered

wá-ning
watch-ful
ea-ger
scan-ty
val-ley
shad-ows
re-máined
ra-vine *
sur-veyed
re-coil
a-byss
sus-pense
ex-tinct

LESSON XLII.

herbs
leaves
chose
heath
worse
straight
bear
judged
Wil-liam
prompt-ed
struct-ure
hedg-es
rust-ling
flut-tered
catch-ing
col-or
feath-ers
mag-pie
branch-es
set-ting
com-pass
yon-der
nice-ly

pó-lar
prac-tice
wound-ed *
star-ry
pur-súed
oc-curred
un-known
north-west
a-fraid
high-way
dis-tinct
ad-vance
ex-pressed
es-teemed
re-called
gáth-er-ing
nov-el-ty
im-i-tate
vis-i-ble
in-ter-vals
his-to-ry
pe-ri-od
la-bor-ers

ir-ci-dent
par-ták-ing
ac-quir-ing
ju-dic-ious
ex-cur-sions
suc-ceed-ed
oc-ca-sioned
re-ply-ing
ad-ven-ture
pro-tect-ors
con-vert-ed
re-lat-ed
ex-ám-in-ing
dis-qui-et-ude
so-lic-it-ude
hés-i-tat-ed
val-u-a-ble
cul-ti-vat-ing
hab-it-á-tion
un-mo-lest-ed
in-qui-sit-ion
in-tím-i-dat-ed
de-ter-min-á-tion

LESSON XLIII.

gained
wealth
gulf
plank
dashed
crew
bruised
beach
clad
signs
guest
view

scheme
sought
calm
peals
cón-quest
isl-ands
sol-dier
tri-pling
bil-lows
guid-ing
shat-tered
rock-y

pér-ished
day-break
prac-tised
strange-ly
near-er
In-dies
twist-ed
sig-nal
plun-dered
light-ning
thou-sand
vil-lains

* Pron. woon-ded.

LESSON XXXV.

brawled
fence
style
aú-tumn
trudg-ing
satch-els
mil-ler
as-cent
col-ored
bag-gage.
ar-bors
waist-coat
ruf-fle

rún-ning
pig-eons
sau-cy
whiz-zing
Fan-ny
squir-rel
hit-ting
des-ert *
com-pléte
dis-persed
ex-pense
pur-suit
pre-vailed

prív-i-lege
lab-y-rinth
car-pet-ed
mer-ri-ly
scam-per-ing
at-tit-udes
sump-tu-ous
a-bún-dance
pre-cíp-i-tous
a-lac-ri-ty
el-e-va-tion
ir-rég-u-lar-ly
an-tic-i-pá-tions

LESSON XXXVI.

perched
sailed
claws
hawk
schemes
eá-gle
strug-gling
launch-ing
catch-ing
sul-len
splen-did
cous-ins
hand-fuls

fick-le
proj-ect
pa-tience
prof-ered
in-dúced
ob-scure
ca-reer
flút-ter-ing
o-min-ous
spec-ta-cle
el-e-ment
neg-li-gence
fick-le-ness

súb-se-quent
ad-mír-ing
ma-jes-tic
gi-gan-tic
pur-su-ing
a-chieve-ment
dis-cuss-ion
ho-ri-zon
at-tain-ing
ém-i-grat-ed
ad-mo-nít-ions
per-se-ver-ance
re-spect-a-bil-i-ty

LESSON XXXVII.

porch
choice
aunt
toys
lace
tripped
myr-tle

róse-wood
re-cess
paint-ed
sat-in
cam-bric
ward-robe
bon-nets

spén-cers
glos-sy
so-fa
ar-dor
ar-ranged
re-proof
at-tired

éa-ger-ly
ar-dent-ly
re-máin-der
de-pos-it
al-lot-ted
be-hav-ior
re-la-tions
per-suad-ed
ap-par-el

phy-síc-ian
per-miss-ion
op-press-ing
ad-join-ing
ge-ran-ium
rép-u-ta-ble
plen-ti-ful-ly
grad-u-al-ly
sal-u-tar-y

ma-té-ri-als
dis-trib-ut-ed
re-món-strat-ed
in-sen-si-ble
in-ter-rúpt-ed
per-se-ver-ance
un-néc-es-sar-y
per-pet-u-al-ly
ac-ci-dént-al-ly

LESSON XLV.

purse
helped
half
shores
stall
péd-lars
Don-ald
Scotch-men
de-cent
Glas-gow
rare-ly
jour-ney
sur-ly

whíth-er
por-tion
thought-ful
sta-ble
fore-tóld
re-solved
vá-ri-ous
fam-i-lies
ve-hi-cle
dread-ful-ly
pas-sen-gers
ter-ri-fied
heart-i-ly

wéa-ri-ness
cot-ta-ger
con-sta-ble
rob-ber-y
Mac-phér-son
per-sua-sions
a-bat-ed
as-siz-es
cál-cu-lat-ing
fu-ri-ous-ly
North-úm-ber-land
an-mu-nít-ion
an-tíc-i-pat-ing

LESSON XLVI.

such
toiled
starve
lów-ly
scan-ty
stir-ring
er-rands
sigh-ing
har-vest
pur-chased
plead-ed

fée-ble
fool-ish
par-cel
tem-pered
vict-uals
rather
wealth-y
fore-sée
there-by
fa-tigue
com-plain

un-bléssed
prés-per-ous
en-vi-ous
pit-eous-ly
gai-e-ty
dé-pénd-ent
re-serv-ing
un-like-ly
in-ca-pa-ble
en-cour-age-ment
so-lic-it-ing

LESSON XL.

sweep
 hearth
 warmth
 whims
 Tray
 stamp
 charmed
 chaise
 clean
 showed
 clothes

créss-es
 el-bow
 stub-born
 beg-gar
 shriek-ing
 foot-man
 Su-san
 par-lor
 heed-ing
 con-trast
 hum-ble

bid-ding
 chap-ter
 boun-ty
 re-síde
 sup-ply
 gránd-daugh-te
 pret-ti-ly
 nee-dle-work
 un-eá-sy
 pro-pri-e-ty
 dis-o-blig-ing

LESSON XLI.

hall
 mount
 wait
 still
 gloves
 howled
 rushed
 noise
 stopped
 lamps
 wounds *
 dressed
 bait
 struck
 Os-wald
 Wilt-shire †
 clev-er
 par-cel
 lan-tern
 thirs-ty
 mid-night
 bark-ing
 scratch-ing
 en-trance
shel-ter

croúch-ing
 whi-ning
 move-ments
 scam-pered
 coach-man
 soft-ly
 wretch-ed
 sense-less
 sur-geon
 slow-ly
 ram-bled
 cudg-el
 par-ried
 lav-ished
 de-férred
 in-crease
 pre-vail
 at-tacked
 fare-well
 mfd-sum-mer
 hol-y-days
 res-i-dence
 oc-cu-pied
 New-found-land
 ag-o-ny

dán-ger-ous
 Ma-ri-a
 un-ea-sy
 De-viz-es
 a-wak-ened
 sup-pos-ing
 re-doub-led
 im-ag-ined
 sa-ga-cious
 per-suad-ed
 ap-proach-ing
 ex-haust-ed
 suc-cess-ful
 ca-ress-es
 con-clud-ing
 év-i-dent-ly
 ter-min-at-ed
 ag-i-tat-ed
 suf-fic-ient-ly
 im-por-tu-nate
 per-cep-ti-bly
 o-ver-ták-en
 su-per-fic-ial
 oc-cá-sion-al-ly
 in-tro-dúc-to-ry

* Pron. woonds.

† Pron. wilt-shear

éa-ger-ly
ar-dent-ly
re-máin-der
de-pos-it
al-lot-ted
be-hav-ior
re-la-tions
per-suad-ed
ap-par-el

phy-síc-ian
per-miss-ion
op-press-ing
ad-join-ing
ge-ran-ium
rép-u-ta-ble
plen-ti-ful-ly
grad-u-al-ly
sal-u-tar-y

ma-té-ri-als
dis-trib-ut-ed
re-món-strat-ed
in-sen-si-ble
in-ter-rúpt-ed
per-se-ver-ance
un-néc-es-sar-y
per-pet-u-al-ly
ac-ci-dént-al-ly

LESSON XLV.

purse
helped
half
shores
stall
péd-lars
Don-ald
Scotch-men
de-cent
Glas-gow
rare-ly
jour-ney
sur-ly

whíth-er
por-tion
thought-ful
sta-ble
fore-tóld
re-solved
vá-ri-ous
fam-i-lies
ve-hi-cle
dread-ful-ly
pas-sen-gers
ter-ri-fied
heart-i-ly

wéa-ri-ness
cot-ta-ger
con-sta-ble
rob-ber-y
Mac-phér-son
per-sua-sions
a-bat-ed
as-siz-es
cál-cu-lat-ing
fu-ri-ous-ly
North-úm-ber-land
am-mu-nít-ion
an-tíc-i-pat-ing

LESSON XLVI.

such
toiled
starve
lów-ly
scan-ty
stir-ring
er-rands
sigh-ing
har-vest
pur-chased
plead-ed

fée-ble
fool-ish
par-cel
tem-pered
vict-uals
rath-er
wealth-y
fore-sée
there-by
fa-tigue
com-plain

un-bléssed
prés-per-ous
en-vi-ous
pit-eous-ly
gai-e-ty
dé-pénd-ent
re-serv-ing
un-like-ly
in-ca-pa-ble
en-cour-age-ment
so-lic-it-ing

LESSON XLVII.

wheel	thir-teén	de-pénd-ent
spoiled	un-hurt	de-ni-al
mów-ing	pre-tence	un-pleas-ant
grow-ing	pre-sage	mis-for-tune
bare-ly	en-dorse	li-cen-tious
dam-age	yés-ter-day	pro-pit-ious
bor-row	hay-mak-ing	re-demp-tion
draw-ing	Har-ri-et	sé-ri-ous-ly
down-right	rec-on-ciled	ser-vice-a-ble
var-nish	pret-ti-er	ab-so-lute-ly
star-tle	care-less-ness	veg-e-tá-tion
con-trite	haugh-ti-ness	dis-a-gree-a-ble

LESSON XLVIII.

strong	mód-el	ánx-ious-ly
dared	zeal-ous	ad-mi-ral
slunk	pres-ence	ex-tréme-ly
whipped	foam-ing	con-vic-tion
felt	sub-dúe	un-noticed
spade	re-venge	per-se-vére
stunned	dis-charge	ín-ti-ma-cy
Dán-iel	a-mends	des-pi-ca-ble
false-hood	tén-der-ly	ac-tu-at-ed
launch-ing	mis-chiev-ous	ad-mi-ra-ble
guil-ty	qual-i-ties	as-só-ciat-ing
cow-ard	beau-ti-ful	em-u-lá-tion
base-ly	en-vi-ous	rec-òl-lect-ed
bar-gain	sup-per-less	al-ter-a-tion
mal-ice	e-qual-ly	in-sép-a-ra-ble

LESSON XLIX.

chill	stúr-dy	whíst-ling	tórch-es
hurled	o-zier	drear-y	fric-tion
twirled	flee-cy	drift-ing	liq-uor
crashed	mur-ky	blan-kets	stag-nant
wrap	numb-ness	man-tel	min-gled
saint	tor-por	feat-ures	wail-ings

calm-ly
eye-lids
pre-vious
par-tial
flam-béau
in-terred
re-lief
sin-cere
jour-ney-ing
at-mo-sphere
sol-i-tude
un-der-wood

rec-og-nise
glo-ri-ous
Mis-sou-ri
in-tense-ly
dis-mount-ed
ap-pall-ing
nar-ra-tor
re-sort-ed
con-ject-ure
as-su-rance
con-dol-ence
ef-ful-gence

dis-cern-i-ble
ne-ces-si-ties
tem-pest-u-ous
so-lem-ni-ty
dis-con-so-late
des-ti-ná-tion
fo-men-ta-tion
res-to-ra-tion
ag-i-ta-tion
res-ur-rec-tion
civ-il-iz-á-tion
par-tíc-i-pa-ting

LESSON L.

mirth
twelfth
swelled
film
corse
glimpse
depths
realms
mien
pén-sive
wild-ly
crim-son
pur-ple
float-ing
o-cean
stol-en
twin-kle
edg-ing
rapt-ure
fe-vered
twi-light
pen-non
cy-press
hec-tic
quiv-er
shud-der

téar-less
ca-dence
ten-drils
calm-ness
cher-ub
dul-cet
vig-ils
beau-teous
ra-diant
mag-ic
ring-lets
glan-cing
ze-nith
strick-en
show-ered
be-réaved
con-signed
con-trol
a-dieu
in-fan-cy
moth-er-less
Liv-er-pool
joy-ous-ly
peace-ful-ly
mu-sing-ly
vi-o-let

brill-iant-ly
deep-en-ing
fix-ed-ly
bit-ter-ness
fear-ful-ly
noth-ing-ness
ea-ger-ness
res-i-due
ho-li-er
qui-et-ude
im-bít-tered
em-bark-ing
suc-cess-ive
ho-ri-zon
phy-sic-ian
con-vul-sive
en-treat-ies
ór-di-nar-y
sim-plíc-i-ty
e-ma-ciat-ed
dis-em-bód-ied
in-tú-i-tive-ly
in-co-hér-ent-ly
un-con-troll-a-ble
in-dis-po-sít-ion
com-mis-er-a-tion

LESSON LI.

crouch
 maids
 mean
 Chár-lotte
 stoop-ing
 buck-et
 pitch-er
 en-try
 loll-ing
 Car-lo

scént-ed
 cur-tain
 cel-lar
 land-ing
 do-zing
 bal-ance
 bruis-es
 guil-ty
 lis-ten-er
 vis-it-ers

chám-ber-maid
 ter-ri-fied
 dan-ger-ous
 en-tán-gled
 dis-turb-ance
 cón-témp-t-i-ble
 ap-pá-rent-ly
 cu-ri-ós-i-ty
 rep-re-hen-si-ble
 rep-re-sent-a-tive

LESSON LII.

screamed
 loose
 bowl
 boards
 force
 stretched
 Ed-mund
 Clar-a
 Phil-ip
 or-chards
 jel-ly
 bunch-es

bár-rels
 laugh-ing
 hid-den
 pret-ty
 rest-less
 dain-ties
 cous-ins
 swal-lowed
 su-gar
 gasp-ing
 shak-ing
 plain-tive

dis-gúst
 en-croach
 a-while
 our-selves
 mér-ri-ly
 re-al-ly
 hap-pi-er
 a-bún-dant
 i-de-a
 ex-tend-ed
 com-pend-ium
 re-luc-tant-ly

LESSON LIII.

kite
 sheets
 chose
 buff
 freight
 reign
 táll-est
 fa-mous
 chim-neys
 Ed-ward
 Fran-cis

món-ey
 draw-er
 glaz-ier
 cir-cuit
 skir-mish
 scep-tre
 scis-sors
 phren-sy
 re-quest
 as-sure
 em-balm

whfs-per-ing
 script-u-ral
 sump-tu-ous
 cas-u-al
 pre-pár-ing
 ad-he-sion
 col-lis-ion
 dis-o-béy-ing
 rec-i-ta-tion
 in-flu-en-tial
 ac-ci-dént-al-ly

calm-ly
eye-lids
pre-vious
par-tial
flam-béau
in-terred
re-lief
sin-cere
jour-ney-ing
at-mo-sphere
sol-i-tude
un-der-wood

réc-og-nise
glo-ri-ous
Mis-sou-ri
in-tense-ly
dis-mount-ed
ap-pall-ing
nar-ra-tor
re-sort-ed
con-ject-ure
as-su-rance
con-dol-ence
ef-ful-gence

dis-cern-i-ble
ne-ces-si-ties
tem-pest-u-ous
so-lem-ni-ty
dis-con-so-late
des-ti-ná-tion
fo-men-ta-tion
res-to-ra-tion
ag-i-ta-tion
res-ur-rec-tion
civ-il-iz-á-tion
par-tíc-i-pa-tíng

LESSON L.

mirth
twelfth
swelled
film
corse
glimpse
depths
realms
mien
pén-sive
wild-ly
crim-son
pur-ple
float-ing
o-cean
stol-en
twin-kle
edg-ing
rapt-ure
fe-vered
twi-light
pen-non
cy-press
hec-tic
quiv-er
shud-der

téar-less
ca-dence
ten-drils
calm-ness
cher-ub
dul-cet
vig-ils
beau-teous
ra-diant
mag-ic
ring-lets
glan-cing
ze-nith
strick-en
show-ered
be-réaved
con-signed
con-trol
a-dieu
ín-fan-cy
moth-er-less
Liv-er-pool
joy-ous-ly
peace-ful-ly
mu-sing-ly
vi-o-let

brill-iant-ly
deep-en-ing
fix-ed-ly
bit-ter-ness
fear-ful-ly
noth-ing-ness
ea-ger-ness
res-i-due
ho-li-er
qui-et-ude
im-bít-tered
em-bark-ing
suc-cess-ive
ho-ri-zon
phy-sic-ian
con-vul-sive
en-treat-ies
ór-di-nar-y
sim-plíc-i-ty
e-ma-ciat-ed
dis-em-bód-ied
in-tú-i-tive-ly
in-co-hér-ent-ly
un-con-troll-a-ble
in-dis-po-sít-ion
com-mis-er-a-tion

LESSON LVII.

wring
wreath
chanced
reeds
áb-ject
hard-ships
choic-est
fil-let
fore-head
ca-pered

cháp-lets
stern-ly
help-less
sen-tence
de-fénce
re-leased
con-ferred
con-demned
bár-ba-rous
del-i-cate

sáv-a-ges
fi-ne-ry
drudg-e-ry
ir-súlt-ed
re-liev-ing
dem-on-strá-tio
rep-a-ra-tion
mor-ti-fi-cá-tion
gen-er-ós-i-ty
in-con-gru-i-ty

LESSON LVIII.

tinged
pair
cords
súr-geon
cir-cuit
cen-tre
as-pect
taint-ed
symp-toms
vic-tims
lan-cet
des-páth

már-vel-lous
rev-e-nue
riv-u-let
cat-a-logue
sac-ri-fice
de-strúct-ive
nar-ra-tion
in-gen-ious
re-spect-ive
re-bell-ious
in-fec-tious
con-vul-sions

in-cfs-ion
háb-i-ta-ble
cer-e-mó-nies
in-créd-i-ble
in-ves-ti-gate
ve-rac-i-ty
dex-ter-i-ty
ef-flu-vi-a
ex-pe-dít-ions
mal-e-fac-tors
ad-mo-nit-ions
dis-so-lu-tion

LESSON LIX.

stork
roof
clipped
guard
boast
feats
cól-lege
for-eign
con-scious
gal-lant
val-or
ram-part

sin-cére
cam-paign
re-plete
chát-ter-ing
gal-le-ry
skir-mish-es
trai-tor-ous
ad-já-cent
en-su-ing
in-ces-sant
pre-cau-tion
re-cep-tion

a-light-ed
fore-go-ing
an-tág-o-nist
aux-íl-iar-ies
un-doubt-ed-ly
e-mer-gen-cy
ma-lev-o-lence
em-i-grá-tions
o-ver-pow-ered
in-sti-gation
pe-ri-ód-ic-al
in-tím-i-dat-ing

LESSON LX.

breath
thrive
group
smirked
cheer
sleek
tweak
dú-ties
flour-ish
An-na

pár-rot
pert-ly
ted-ious
mar-riage
stu-pid
dump-ish
bill-ious
féath-er-y
af-fa-ble
par-a-phrase

pléas-ant-ry
man-u-script
prompt-it-ude
un-seém-ly
ób-sti-na-cy
re-cíp-ro-cal
li-bra-ri-an
de-plo-ra-ble
spon-tan-e-ous
Is-a-bél-la

LESSON LXI.

corps*
jail
Hoó-sac
Colc-nel †
sad-dled
sher-iff
trea-son
coun-cil
gal-lows
ex-pénse

Bén-ning-ton
con-so-nant
hes-i-tate
ac-céd-ed
as-sent-ed
pro-ceed-ed
sur-round-ed
pa-thet-ic
trans-mit-ted
de-vot-ed

prep-a-rá-tions
in-con-ven-i-ence
ex-éc-u-tive
sim-plic-i-ty
ex-hib-it-ed
con-sci-ent-i-ous-ly
un-qúes-tion-a-bly
u-nan-i-mous-ly
rev-o-lú-tion-ar-y
par-tic-u-lár-i-ty

LESSON LXII.

meet
chilled
flown
prize
stead
close
eight
quár-rels
crip-ple
add-ed
puz-zled
squan-der
prec-ious
herb-age

tón-nage
phys-ic
brew-er
dis-eáse
re-viled
de-grade
des-pise
com-bined
re-signed
cheer-ful-ly
ju-ve-nile
mi-cro-scope
rheum-a-tism
harp-si-chord

ár-chi-tect
pu-er-ile
cyl-in-der
pyr-a-mid
ne-cés-si-ty
ab-di-cá-tion
ab-so-lu-tion
com-pi-la-tion
am-bi-gú-i-ty
ir-re-triév-a-ble
ac-cu-mu-lá-tion
a-rith-me-tic-ian
ex-per-i-men-tal
char-ac-ter-is-tic

LESSON LXIII.

Cám-bridge
stead-y
cob-bler
buc-kled
shed-ding
hur-ried
sweet-ened
córd-ial
le-gions
suin-mons
re-mórse
dés-o-late
in-ter-view
a-pri-cot
du-pli-cate
du-ra-ble
fu-mi-gate
cur-ren-cy

prós-e-lyte
ob-du-rate
ob-so-lete
par-a-dox
grad-u-ate
det-ri-ment
cu-po-la
ex-cúr-sions
re-treat-ed
dis-a-bled
com pen-sate
per-form-ance
ac-knowl-edged
ex-ot-ic
bo-tan-ic
in-trin-sic
dis-o-bligé
dom-i-neer

en-gin-eér
gren-a-dier
mas-quer-ade
pri-va-teer
gén-er-ous-ly
ex-cel-len-cy
in-tém-per-ance
a-bu-sive-ly
cen-so-ri-ous
as-sign-a-ble
in-de-pén-dence
Mis-sis-sip-pi
cru-ci-fix-ion
e-qui-noc-tial
prej-u-dic-ial
com-pre-hen-sive
con-de-scen-sion
dis-ap-pro-bá-tion

LESSON LXIV.

án-gel
heav-en
rain-bow
pil-lars
Si-on
harp-ers
harp-ing
gos-pel
kin-dred
judg-ment
foun-tains
light-ened
sit-teth
hear-eth
cri-eth
a-dórned
there-of

Bab-y-lon
might-i-ly
con-ver-sant
mis-cre-ant
mil-lin-er
tel-e-graph
sal-vá-tion
a-chieve-ment
as-sail-ant
chi-me-ra *
com-pla-cence
con-sign-ment
con-triv-ance
lo-qua-cious
de mean-or
rec-om-ménd
pict-ur-esque

as-sign-ée
gaz-et-teer
su-per-scribe
ser-en-ade
auc-tion-eer
brig-a-dier
chan-del-ier†
deb-au-chee
dis-be-lief
ev-er-lást-ing
al-le-lu-ia
par-si-mó-ni-ous
im-ma-te-ri-al
in-de-clin-a-ble
im-me-mo-ri-al
ir-re-triev-a-ble
sen-a-to-ri-al

* Pron. ki-mé-ra.

† Pron. shan-de-léer.

NOTE. Some words not contained in the reading lessons have been occasionally introduced into the spelling lessons, especially in the last.

LESSON LXV.

Words which sound alike, but differ in Spelling and signification.

* Air, an element.	Beer, a kind of liquor.
Heir, one who inherits.	Bier, a carriage for the dead.
Ere, before.	Bell, a sounding vessel.
E'er, contraction for <i>ever</i> .	Belle, a gay lady.
*Ale, malt liquor.	Ber-ry, a fruit.
Ail, a disease.	Bu-ry, to inter the dead.
All, the whole.	Bin, a place for corn, &c.
Awl, an instrument.	Been, from the verb <i>be</i> .
Al-ter, to change.	Bite, to wound with the teeth.
Al-tar, for sacrifice.	Bight, the doubling of a rope.
Ark, a chest or vessel.	Blue, a color.
Arc, part of a circle.	Blew, past tense of <i>blow</i> .
Aú-ger, a tool.	Bore, to make a hole.
Au-gur, a prophet.	Boar, a swine.
As-cent, steepness.	Bay, a portion of water.
As-sent, agreement.	Bey, a Turkish governor.
Bad, not good.	Búr-row, a rabbit hole.
Bade, past tense of <i>bid</i> .	Bor-ough, a corporation.
Bare, uncovered.	Bough, a branch.
Bear, an animal, to suffer.	Bow, to bend.
Bail, surety.	Beau, a gay fellow.
Bale, a package of goods.	Bow, to shoot with.
Bate, to lessen.	Bred, brought up.
Bait, temptation.	Bread, food.
Bawl, to cry aloud.	By, near.
Ball, any round thing.	Buy, to purchase.
Base, vile.	Butt, to strike with the head.
Bass, in music.	But, except.
Be, to exist.	Cane, a staff.
Bee, an insect.	Cain, a man's name.
Beech, a kind of tree.	Cál-len-der, to dress cloth.
Beach, the sea shore.	Cal-en-dar, an almanack.
Beet, a vegetable.	Caul, a membrane.
Beat, to strike.	Call, to cry out.

* The verb *are* should always be pronounced, *ar*.

LESSON LXVI.

Cán-non, a large gun.	Co-quétte, an airy girl.
Cán-on, a rule.	Core, the inner part.
Cán-vas, coarse cloth.	†Corps, a body of soldiers.
Cán-vass, to examine.	Cous-in, a relation.
Seal, a stamp; a sea animal.	Cóz -en, to cheat.
Ceil, to line a roof or room.	Crú-el, inhuman.
Seal-ing, setting a seal.	Crew-el, worsted thread.
Céil-ing, of a roof or room.	Cyg-net, a young swan.
Cén-ser, a pan for incense.	Síg-net, a seal.
Cén-sor, a reformer.	Dam, a mother.
Cell, a small room.	Damn, to condemn
Sell, to dispose of.	Deer, an animal.
Cent, a piece of money.	Dear, costly, beloved.
Scent, a smell.	Due, owing.
Sent, did send.	Dew, moisture on grass &c.
Cén-tu-ry, 100 years.	Doe, the female deer.
Cén-tau-ry, a garden herb.	Dough, unbaked bread.
Céss-ion, giving up.	Dun, color.
Sess-ion, act of sitting.	Done, finished.
Chord, in music.	Ex-er-cise, to practise.
Cord, a small rope.	Ex-or-cise, to expel evil spirits.
Chop, to cut.	Fane, a temple.
Chap, the jaw of an animal.	Fain, gladly.
Cól-lar, for the neck.	Feign, to dissemble.
Chól-er, wrath.	Faint, feeble.
Cite, to summon.	Feint, a pretence.
Sight, the act of seeing.	Fare, food ; hire.
Site, situation.	Fair, honorable, comely.
Cliff, a steep rock.	Feet, to stand on.
Clef, a term in music.	Feat, an exploit.
Coarse, not fine.	Fél-low, an associate.
Course, direction.	Fél-loe, the rim of a wheel.
Clime, a climate.	Fir, a kind of tree.
Climb, to mount up.	Fur, of a skin.
Cóm-ple-ment, full number.	Flee, to run away.
Com-pli-ment, expression of civility.	Flea, an insect.
*Co-quét, to deceive in love.	Flue, a pipe.
	Flew, did fly.

LESSON LXVII.

Flour, from grain.	Hire, wages, to engage.
Flów-er, a blossom.	High-er, further up.
Fore, before, former.	Hole, a cavity.
Four, in number.	Whole, total.
Forth, forward, onward.	Hue, color.
Fourth, in number.	Hugh, a name.
Foul, filthy.	Hew, to cut.
Fowl, a bird.	In, within.
Fór-mer-ly, in time past.	Inn, a tavern.
Fór-mal-ly, in a formal manner.	Ile } an alley in a
Freeze, to congeal.	Aisle } church.
Frieze, in architecture; coarse cloth.	Isle, an island.
Gate, a large door.	In-dite, to compose.
Gait, manner of walking.	In-dict, to prosecute.
Guilt, crime.	Key, an instrument for a lock.
Gilt, covered with gold.	Quay, a wharf.*
Grate, iron bars; to rub.	Kill, to slay.
Great, large.	Kiln, of lime, bricks, &c.
Grá-ter, an instrument.	Lade, to load.
Great-er, larger.	Laid, placed.
Grown, increased.	Lane, a narrow way.
Groan, to sigh.	Lain, (part.) from <i>to lie</i> .
Hale, sound, healthy.	Leek, a vegetable. [out.
Hail, to salute; frozen drops of rain.	Leak, to let water &c, in or
Haul, to draw by force.	Led, did lead.
Hall, a large room.	Lead, a heavy metal.
Hart, an animal.	Leaf, of a plant.
Heart, the seat of life.	Lief, freely.
Hare, a little animal.	Leave, permission.
Hair, of the head.	Lieve, willingly.
Heel, part of the foot.	Lés-sen, to diminish.
Heal, to cure.	Lés-son, for reading &c.
Herd, a drove.	Lí-ar, one who tells lies.
Heard, did hear.	Lyre, a harp.
Here, in this place.	Limb, part of the body.
Hear, to hearken.	Limn, to paint.
Him, that man.	Lo, behold.
Hymn, a sacred song.	Low, not high.

LESSON LXVIII.

Lone, without company.	Need, want
Loan, a thing lent.	Knead, to mix together.
Made, finished.	New, not old.
Maid, an unmarried woman.	Knew, did know.
Male, the he kind.	Night, time of darkness.
Mail, armor; packet of letters.	Knight, a title of honor.
Mane, on the neck of a horse.	Nit, the egg of insects.
Main, chief.	Knit, to unite.
Mare, a female horse.	No, a denial.
Máy-or, a magistrate.	Know, to be informed.
Mán-ner, mode, custom.	Not, denying.
Mán-or, a lordship.	Knot, that which is tied; }
Mán-tle, a cloak.	a hard place in wood. }
Mán-tel, work round a fire-place.	Nun, a religious female.
Már-shal, to arrange.	None, not any.
Már-tial, warlike.	Ore, the original state of metals.
Maze, labyrinth.	Oar, an instrument to row with.
Maize, corn.	O'er, contraction of <i>over</i> .
Mean, base, to intend.	Oh, alas.
Mien, air, look.	Owe, to be indebted.
Mete, to measure.	One, in number.
Meet, to come together.	Won, did win.
Meat, flesh.	[mines. Our, belonging to us.
Mt-ner, one who works in	Hour, sixty minutes.
Mí-nor, one under age.	Ought, obliged by duty.
Mite, a small insect.	Aught, anything.
Might, power.	Pale, wanting color.
Moan, to lament.	Pail, a wooden vessel.
Mown, cut down.	Pane, a square of glass.
Mote, an atom.	Pain, torment.
Moat, a ditch.	Pare, to cut off.
More, in quantity.	Pair, a couple.
Mow-er, one who mows.	Pear, a fruit.
Nave, part of a wheel	Pál-ate, taste,
Knave, a rogue.	Pál-let, a small bed.
Naught, bad.	Pan-el, square in a wainscot.
Nought, nothing.	Pan-nel, a kind of saddle.
Nay, no.	Peel, the outside.
Neigh. voice of a horse.	Peal, a succession of loud sounds.

LESSON LXIX.

Peer, an equal, a nobleman.	Rice, a plant.
Pier, a column.	Rise, origin.
Peace, quiet.	Ring, to sound.
Piece, a part.	Wring, to twist.
Peak, the top.	Rig-or, severity.
Pique, a grudge.	Rig-ger, one who rigs.
Plane, a tool, a flat surface.	Rite, ceremony.
Plain, level.	Right, just.
Plate, a dish.	Wright, a workman.
Plait, a fold.	Write, to make letters.
Place, to fix.	Rode, did ride.
Plaice, a kind of fish.	Road, a highway.
Plum, a fruit.	Rote, by memory.
Plumb, a weight.	Wrote, did write.
Pole, a long stick.	Roe, a deer, eggs of a fish.
Poll, the head.	Row, with an oar; a rank.
Pour, to empty out.	Ruff, a ruffle.
Pore, of the skin.	Rough, not smooth.
Pray, to supplicate.	Rye, grain.
Prey, plunder.	Wry, crooked.
Prof-it, advantage.	Sale, a selling.
Proph-et, a foreteller.	Sail, of a ship.
Rab-bit, an animal.	Seen, beheld.
Rab-bet, a joint.	Scene, part of a play.
Rain, falling water.	Seine, a net for fishing.
Rein, of a bridle.	See, to behold.
Reign, to rule.	Sea, the ocean.
Rap, to strike.	Seed, first principle.
Wrap, to fold together.	Cede, to give up.
Raze, to demolish.	Sear, to burn.
Raise, to lift up.	Seer, a prophet.
Rays, of light.	Cere, to wax.
Reed, a stalk.	Seem, to appear.
Read, to peruse.	Seam, in sewing, a scar.
Red, a color.	Sén-ior, older.
Read, did read.	Seign-ior, a lord.
Rest, quiet.	Sel-ler, one who sells.
Wrest, to force.	Cel-lar, a place under a house.

LESSON LXX.

Shore, side of a river.	Some, a part.
Shoar, a prop.	Tale, a story.
Sheer, to go off.	Tail, the end.
Shear, to clip.	Tare, weight allowed.
Shire, a county.	Tear, to rend.
Sign, a token.	Tax, a rate.
Sine, a geometrical line.	Tacks, small nails.
Sink, to go down.	Teem, to produce.
Cinque, five on dice.	Team, of cattle, or horses.
Size, bulk.	Terse, smooth, neat.
Sice, six on dice.	Tierce, a cask.
Slay, to kill.	[reed. The, the article.
Sley, to arrange threads in a	Thee, thyself.
Sleigh, a carriage for snow.	There, in that place.
Slight, to despise.	Their, belonging to them.
Sleight, dexterity.	Threw, did throw.
Slow, not swift.	Through, from side to side.
Sloe, a fruit.	Throw, to fling.
So, thus.	Throe, agony.
Sow, to scatter seed.	Throne, seat of a king.
Sew, to use a needle.	Thrown, flung.
Sore, an ulcer.	Time, measure of duration.
Soar, to mount up.	Thyme, a plant.
Sole, the bottom of the foot.	Tier, a row or rank.
Soul, the spirit.	Tear, water from the eye.
Stare, to gaze.	Too, likewise.
Stair, a step.	To, unto.
Stake, a post.	Two, a couple. [along.
Steak, a piece of meat.	Tow, from flax, to drag
Steel, hardened iron.	Toe, of the foot.
Steal, to take by theft.	Tole, to draw by degrees.
Stile, field steps.	Toll, a tax.
Style, manner of writing.	Tongue, organ of speech.
Strait, narrow.	Tong, catch of a buckle.
Straight, not crooked.	Tray, a kind of dish.
Suck-er, a shoot.	Trey, three on dice.
Suc-cor, aid, help.	Tun, a large cask.
Sum, the whole.	Ton, 20 hundred weight.

LESSON LXXI.

Vale, a valley.	Yew, a tree.
Vail } a covering for the face.	*Ewe, a female sheep.
Veil }	Chrón-i-cal, of long duration.
Vane, a weathercock.	Chrón-i-cle, a history.
Vain, very proud.	Cóun-cil, an assembly.
Vein, a blood vessel.	Coun-sel, advice.
Wale, rising part on cloth.	Cúr-rant, a fruit.
Wail, to weep.	Cúr-rent, a stream. [ment.
Wait, to tarry.	Cym-bal, a musical instru-
Weight, heaviness.	Sym-bol, a type.
Ware, merchandise.	Fran-cis, a man's name.
Wear, to use.	Fran-ces, a woman's name.
Way, a road.	Ker-nel, the seed of fruit.
Weigh, to balance.	Cólo-nel, a military officer.
Week-ly, every week.	Prác-tice, use, habit.
Weak-ly, feebly.	Prac-tise, to do habitually.
Ween, to think.	Prin-ci-ple, original cause.
Wean, to break off.	Prin-ci-pal, chief.
Wéth-er, a male sheep.	Próph-e-cy, a prediction.
Wéath-er, the state of the air	Próph-e-sy, to predict.
You, yourself.	

LESSON LXXII.

Words often mistaken for each other, both in Spelling and Pronunciation.

Ac-cépt, to receive. [sides.	Ar-rant, vile, wicked.
Ex-cépt, to leave out; be-	Ex-tant, now in being.
Af-fect, to influence, or act upon.	Ex-tént, compass.
El-féct, to accomplish.	Gé-nius, mental power.
Ap-práise, } to value.	Gé-nus, a class of beings.
Ap-prize, }	In-gén-ious, inventive.
Ap-prise, to inform.	In-gen-u-ous, open, candid.
Cél-e-ry, a vegetable.	Lay, to place. [or bed.
Sál-a-ry, yearly pay.	Lie, to recline on the ground
Cúr-ri-er, a leather-dresser.	Tract, a little book, quantity of land.
†Cóu-ri-er, a messenger.	Track, a mark, a course.
Er-rand, a message.	Val-ue, worth, price.
Er-rant, wandering.	Val-ley, space between hills.

*Pron. *yu*.

†Pron. *Cóo-rier*.

SECTION I. NAMES OF MEN.

Aa`ron	E li`sha	Mo`ses
A`bel	E liph`a let	Na`than
A bi`el	E`noch	Na than`iel
A bi`jah	E`nos	Ne he mi`ah
Ab`ner	E`phraim	Nich`olas
A`bra ham	E ze`kiel	No`ah
Ad`am	Ez`ra	O ba di`ah
Al`bert	Fran`cis	Ol`iver
Al`len	Frad`er ic	Pe`ter
Al ex an`der	George	Paul
Al`fred	Gid`e on	Pel a ti`ah
Al phe`us	Gil`bert	Phil`ip
A`mos	Hen`ry	Phin`e has
An`drew	Hor`ace	Reu`ben
An`tho ny	Ho ra`tio	Rich`ard
A pol`los	Hez e ki`ah	Rob`ert
A`ri el	I`ra	Ru`fus
Ar`te mas	I`saac	Sal`mon
Ar`thur	Is`ra el	Sam`son
Ben`ja min	I sai`ah (I sai`yah)	Sam`uel
Ca`leb	James	Saul
Cal`vin	Ja`cob	Seth
Charles	Jer e mi`ah	Sheb`na
Chris`to pher`	Jes`se	Shu`bael
Cor ne`li us	Jöb	Sim`e on
Cy`rus	Jo`el	Si`mon
Dan`iel	John	Sol`o mon
Da`vid	Jo`nas	Ste`phen
Eb en e`zer	Jo`seph	Si`las
E`ber	Josh`ua	The`odore
Ed`mund	Jon`athan	The oph`ilus
Ed`ward	Lem`uel	Thom`as
Ed`gar	Leon`ard	Tim`othy
El`dad	Le`vi	U`ri
E lea`zer	Lew`is	U ri`ah
E`li	Lot	Wäl`ter
E li`as	Luke	Will`iam
E li e`zer	Lu`ther	Zech a ri`ah
El`mer	Mat`thew	Ze rub`ba bel

SECTION II. NAMES OF WOMEN.

gail	Em' i ly	Mar` ga ret
r' da	Esth' er	Mar` tha
lia	Em' me line	Ma ri` a
	Fran' ces	Ma` ry
	Han' nah	Ma til' da
nath	Har' ri et	Nan' cy
a rine	Hel' en	Na o` mi
line	Hen ri et' ta	Pa` tience
e	Hul' dah	Phe` be
' sa	Is' a bel	Pris cil' la
h	Jane	Pru` dence
a	Ju` lia	Ra` chel
ah	Ju li an' na	Re bec' ca
as	Lou i` sa*	Rho` da
thy	Lo` is	Ruth
nor	Lu` cia	Sa lome
za	Lu` cy	Sa` rah
a beth	Lyd' ia	So phi` a
ra	Lu cin' da	Su` san
ra	Lu cre` tia	Su san' nah
na	Ma` rah	Tab' i tha

SECTION III. PUNCTUATION.

Punctuation is the art of dividing a written composition into sentences and parts of sentences, by points or marks to mark the different pauses which the sense requires.

The principal points used in writing and in printing are—

COMMA, made thus— ,	INTERROGATION	?
SEMI-COLON ;	EXCLAMATION	!
COLON :	PARENTHESES	()
PERIOD .	DASH	—

The *Comma*, requires a pause in reading, long enough to give the reader time to pronounce a monosyllable, or to count *one*.

The *Semicolon*, requires a pause long enough to pronounce a word of two syllables, or to count *two*.

* i like e long.

The *Colon*, requires a pause long enough to pronounce a word of three syllables, or to count *three*.

The *Period*, requires a full pause, and the reader should stop at every period as if he had done.

The *Interrogation* and *Exclamation* points, and the *Dash*, require pauses of different length, according to the sense: sometimes no longer than that of a comma, semi-colon or colon, but more frequently a full stop like the period, especially the first two.

The *Parenthesis*, is used to include a part of a sentence, not particularly connected with the other part, and which might be left out without injuring the sense. It should be read with a different tone of voice.

* † † 	}	Marks used to point to a word or note in the margin or bottom of a page.
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